

Childhood Education

The Magazine
for Teachers
of Children

To Stimulate Thinking
Rather Than
Advocate Fixed Practice

CONTENTS FOR FEBRUARY 1947

Volume 23

Number 6

	Page
WHAT, NOW, IS CHILDREN'S WORK?	Morris R. Mitchell 255
ALL CHILDREN ARE WORKERS	H. H. Giles 258
PROBLEMS IN DEVELOPING CHILDREN AS WORKERS	Warren C. Seyfert 261
SETTING THE ENVIRONMENT FOR WORK	Virgil Rogers 266
LEARNING THROUGH SOCIALLY USEFUL WORK	Alma J. Brown 270
OUR STORE IS REAL	Docia Hechler 274
WINTER WORLD	Katherine Reeves 276
THE 1947 A.C.E. STUDY CONFERENCE	277
WE LIKE TO DO THINGS	Lucile Ellison 281
FROM A SUMMER SCHOOL NOTEBOOK	Mary Fossit 285
ACROSS THE EDITOR'S DESK	290
BOOKS FOR TEACHERS	Clara Belle Baker 293
BOOKS FOR CHILDREN	Dorothy K. Cadwallader 296
BULLETINS AND PAMPHLETS	Hannab M. Lindahl 297
NEWS HERE AND THERE	Mary E. Leeper 299

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Subscription price \$3.50. A. C. E. membership and subscription \$5.00. Single copies 40 cents. Send orders and subscriptions to 1201 Sixteenth Street, N. W., Washington 6, D. C. . . . Entered as second class matter at the post office at Washington, D. C., under the act of March 3, 1879. Copyright, 1947, Association for Childhood Education, Washington 6, D. C. Published with cooperation of National Association for Nursery Education.

Next Month—

"Working With Children As Thinkers and Planners" is the theme for the March issue. It will be developed around two points of view: how well do we know our children and how do good habits of thinking begin? The first point of view is discussed by Claudia Lewis and the second by Percival M. Symonds.

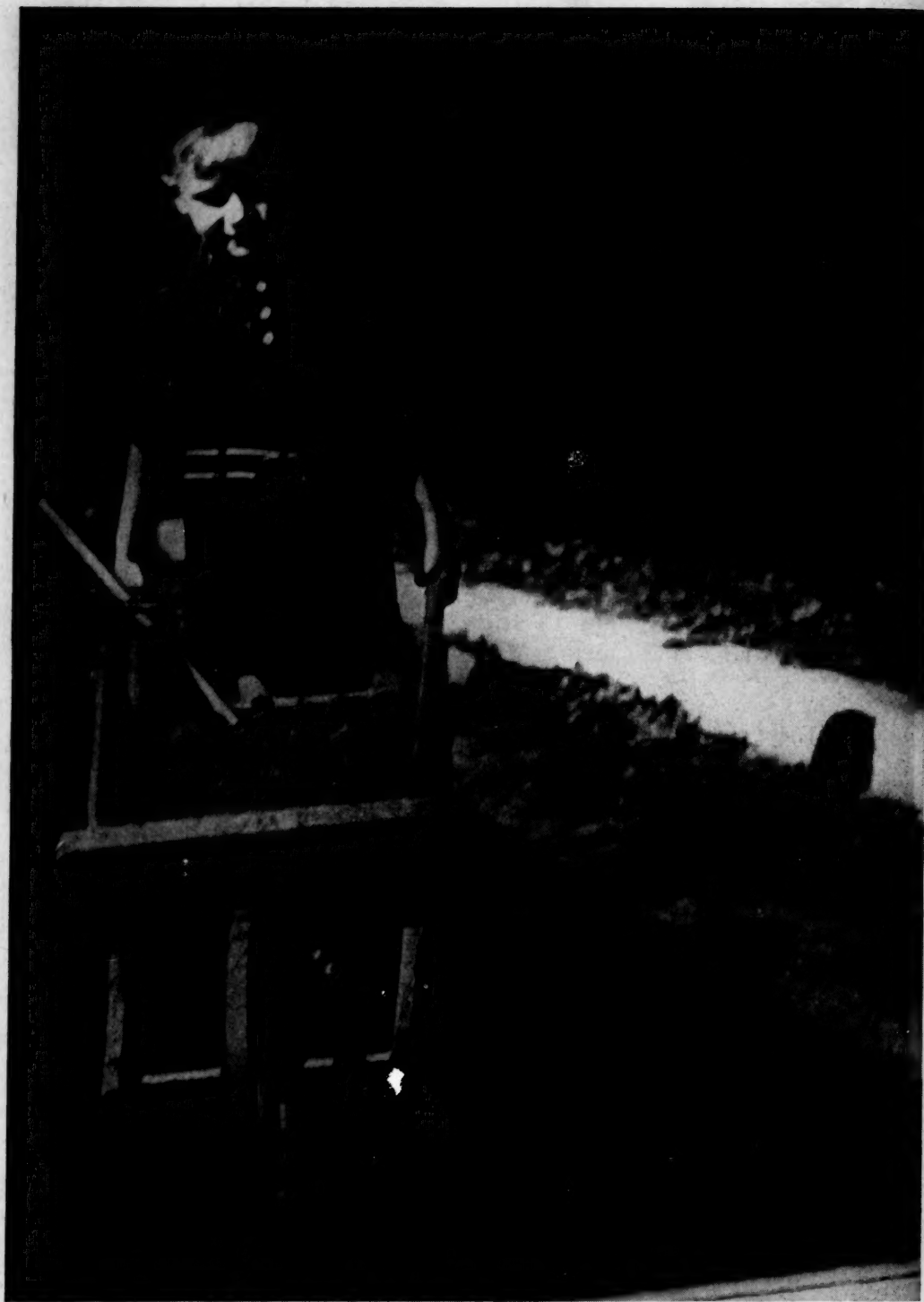
Several articles will give illustrations of school practices that contribute to children's development as thinkers and planners. Others will illustrate the kinds of problems children meet at school and show how they attempt to solve them, with particular attention to continuing problems that appear at different age levels.

News and reviews will complete the issue.

EXTRA COPIES — Orders for reprints from this issue must be received by the Graphic Arts Press, 914 20th Street, N. W., Washington 6, D. C., by the fifteenth of the month of issue.

Published monthly September through May by

ASSOCIATION FOR CHILDHOOD EDUCATION, 1201 16th ST., N. W., WASHINGTON 6, D. C.



Photograph by Louise Gross

Children are hard workers when they are trying to get results which to them seem important and desirable.

What, Now, Is Children's Work?

How can we educate children so that "values" do not mean "how much does it cost" or "how much do I get" is a question frequently asked by thoughtful teachers and parents. Mr. Mitchell, who has long been associated with the cooperative movement in America, and who now lives in the Macedonia Cooperative Community, Clarkesville, Georgia, says that we should look to our economic destinies and give children early experiences in cooperative enterprises. From birth to death we are all consumers and on this universal basis he believes that significant regional, national and international organizations can be founded.

THE MICE REALLY DID PULL THE Tim Woodman's cart bearing the Cowardly Lion from the deadly Poppy Field. We saw them with their myriad threads all taut in the direction of safety.

The children of the world, rightly directed, could drag the rest of humanity from deadly battlefields toward which it is repeatedly drawn by prejudice and rivalry.

This is the work of children today that they may have a tomorrow worth living. And if the task seems absurdly large, question whether you would not feel as secure if right now all the political leaders of the earth were fifth grade children. Could they do worse than is being done? As they become puppets of economic factions then they would only have us back where we are.

"Children's work" has gone through four stages: (1) imitation of adults (chiefly parents) in community (chiefly family) life; (2) overprotection—maids doing housework, father at a factory or office, children harnessed to academic curriculum; (3) reaction to (2) with *activity* glorified—children making tabourets for already overfurnished homes, tabourets soon going to the basement; (4) application of the

child's heart, mind and body to the task of pulling the Cowardly Lion out of the deadly Poppy Field.

Young children, very young children, are the only unprejudiced people of today. Just a few adults in this respect never grew up. Such adults should each be paid more than any Hollywood actor to become teachers. As it is, they'd have to be pretty discreet about their views on nationalism, internationalism, the profit system, imperialism, racism to get or hold a job for peanuts monthly.

Rivalry is more natural to children than prejudice. But mutual aid is easily learned too, and the emotional rewards of mutual aid are socially established as being worthier than selfish ones. Consequently, such satisfactions are more profound, enduring.

Look to Our Economic Teachings

What work, then, can children do today that will equip them to surpass us in dealing with the threatening problems we fumble? Time moves so rapidly we might stave off impending catastrophe until boys and girls of now are men and women tomorrow. What work would be meaningful in this fourth or new sense? What work would have in its significance the dynamic to mold

character for a new order? We need ideas with the quality of atomic energy. Such ideas are our only safeguard against atomic bombs.

There is such an idea. And that idea is the social counterpart of the atomic nature of matter. That idea can release the scarcely touched energies of the least particle of the social order—the individual. Now harried by conflict within and without he is frustrated into unwholesome inactivity.

Those who want profound and powerful change can have it the more surely if they pause to study deeply this social-atomic approach. Totalitarianism is a mere steam engine or water power stage in human relations. The ultimate will surpass dictatorship as the atomic bomb has surpassed dynamite.

The secret lies in sound release from the tension present in every typical transaction of our economic dealings. In our profit system the consumer cannot buy pencil, soap, car or house without compromising his self-interest with that of the merchant or producer. The two are inalterably set against one another by inescapable self-interest. Every such transaction is in essence, in degree, immoral. One selfishly dominates the other, one agrees to submit too unselfishly to exploitation by the other, one fools or is fooled by the other, or a compromise is reached. But such a compromise falls short of the ideal, the perfectly moral, in that perfect compatibility of interest between the parties has not been attained. The race has not been won; it was simply a draw.

And this elementary conflict, microscopic in daily dealings, magnified in terms of national and international trade becomes catastrophic. Our courts, police, national guard are ever vigilant to maintain order under this

eternal tension. Asylums, jails, crime wave after crime wave are symptomatic. On the international scale, there being no effective courts or police, each nation stacks arms in sight of every trade and seeks friends among foes. Today we fear especially the volatile nature of oil in the Near East and elsewhere. The essence of the problem was in the casual purchase of sugar you made this morning in the corner store, a purchase which is a minute aspect of monopoly control and colonial exploitation, two devices assuring unfair economic advantage in the profit system.

For bargaining purposes values have been reduced to dollars, ridiculously even for aesthetic commodities like paintings, music, poetry, antiques as well as for commonplace objects like soap or sausage. And in dickering for dollars we largely forget real values. Money becomes the purpose of life. Even objects of evil influence become, in economic terms, "goods."

Our schools have taken all these matters for granted, assumed them sound, and patterned a system which mirrors economic competition even to fine points. Chiefly, pupil is set against pupil in accomplishment and grades; diplomas and degrees become substitutes for the inherent satisfactions of quenching curiosity, gaining knowledge. And a lot of intolerance and a lot of autocracy are found in our schools akin to such factors in our economic life. Shame on states that practice racial discrimination! Shame on the political domination of school systems! Shame on poverty and wealth in educational opportunity! Shame that we accept a no-longer-workable economic system, and teach it, and pattern our structure after it, and drive half the world into false measures against us.

Compromise of economic interests at the atomic-individual-point is the basic fault. For compromise at best constitutes unstable equilibrium.

There must be integration of interest and harmony of purpose in basic economic dealings if we are to resolve tension, dispel stagnation and release individual energies now thwarted in ever weighing self versus social welfare. This integration children can easily attain because they are relatively unprejudiced for or against any economic system. They are far more capable than we of creating what has never been on earth—an order based on intelligent, democratic dealing with problems of production and distribution. Therein lies the hope. Totalitarianism has won such ground because it is the Lion awakened to his danger driving millions of mice before him. They are at least no longer at hopeless cross purposes, confused. When democracy and a democratically operated school program apply themselves to economic action, then will the threads be taut in united cooperative effort releasing the undreamed of energy of the people of the world. We shall pull with the power of the ultimate army of peace, all the people of the world voluntarily united in constructive direction.

We Are All Consumers

Just how can this conflict ever present in competitive economic dealings be dispelled and such dealings made democratic? By realizing that all peoples are entitled to their trivial differences in color, feature, language, dress. By realizing that we are related in perhaps only one comprehensive category. We are not all white, yellow or black, not all of any religion or nationality or language or occupation.

But we are all, from birth to death, *consumers*. Children can grasp more easily than we the significance of organizing on this one universal basis. And they can practice such organization in many fields of their relationships.

They want pencils. In the usual stationery store interests clash with each child's purchase. But let them elect a board to employ a clerk to sell them pencils cooperatively and conflict has been wiped out on one entire level. The same holds for pads, erasers, ink, pens, books. A few schools are following this course. Some maintain competitive enterprises, too, for purposes of comparison. But the world abounds in such bases of comparison. These schools go on to meet other consumer needs likewise: credit unions for borrowing forgotten pennies for lunch, insurance for breakage of lunchroom dishes, cooperation on transportation of children. Where undemocratic, competitive economics have not corrupted politics, schools are a form of consumer cooperation.

In beginning such cooperative efforts it is best to encourage children to deal as directly with the problem as possible, injecting a minimum of adult pattern, only encouraging harmony in pursuit of common consumer interests. In later years the story of a hundred years of progress in consumer cooperation, starting roughly with the Rochdale pioneers in England in 1844, will naturally unfold. And youth will move freely and easily into a wholesome economic order so rapidly expanding that his trained gifts will be surely needed. Commencement will be no time for tears as he is pushed from the school's door into a restrictive economy where he feels and often is unwanted. He will view with joy the many thousands of local consumer groups organized

into regionals, regionals into nationals and nationals into an international. He will watch the productive enterprises owned by the regional, national and international organizations working without conflict of interest between producer and consumer, because they are consumer owned.

Cognizant of the mutuality of interest as consumers, he will embrace all mankind in his sympathy. He will understand how by joining his local cooperative food store or filling station or campus co-op or the like, he is in a profound sense entering into functional international citizenship. He is voluntarily tied with hundreds of millions of others who are all pulling the

sleeping giant of humanity from the deadly days of scarcity into radiant abundance that could burst upon us if we released ourselves by this well-understood process from countless conflicts. If we do not so release ourselves these conflicts in the aggregate may release destructive forces that are another form of harnessing minute particles of energy long held placid through balance and counterbalance.

A work program for children today and tomorrow means any sound endeavor in this fourth order of work for children. Those who perceive the need and understand the basic principles will join others who are finding appropriate application.

All Children Are Workers

By H. H. GILES

Children are workers. Their energies are immense. Yet over and over again they are blocked in their desire to help, to know, to do socially useful work. Finding out what blocks children and what conditions are favorable for real work by children are important and rewarding in child development and social progress is the opinion of Mr. Giles, executive director of the Bureau for Intercultural Education, New York City.

THE RADIO MECHANIC WHO CAME TO my house the other day told me about his little girl, two years old. "She helped put on her clothes all along. Now she likes best to help her mother set the table and she loves to be busy all the time."

This is a central fact: every living being loves to be busy. Another is that every child loves to find out about everything, then to do something with his knowledge. He likes to do something that is appreciated, that adds to his sense of "belonging."

These are simple facts. They are basic to all education. They work.

Yet over and over again, children are blocked in their desire to help, to know, to do socially useful work.

Sometimes it is at home, where parents have not taken time to study the real nature of their children. Sometimes it is at school. It is not uncommon to find children who have been punished or humiliated for "failure", retaliating in the only ways they know — by not cooperating with the teacher and by committing daring but mali-

cious acts which draw attention from their classmates, any kind of attention.

I remember the case of a little girl in the ninth grade who stole money from lockers and used it to buy popularity via ice cream sodas and candy distributed to her classmates. She came from a home with no father and a mother who was away much of the time. She desperately wanted affection and a sense of belonging. In a class where she took part in planning a community economic survey she volunteered to do interviewing. Her first reports were good and were praised by teacher and classmates. She became a specialist in tough jobs of interviewing. Tiny physically, it was a notable sight when she set out for a day's work in company with two hulking boys, one of whom she actually had to lead by the hand to get him into the store where he was to get facts from the manager.

This little girl was bright and able. The school could not take the place of the parents whom she missed. It could provide meaningful work in which both individual ability and cooperation with others got a chance to work. And they did work!

Another example, outstanding by reason of the fact that a whole class was involved, was a group of thirty-five youngsters in a language class. They had been sectioned on a supposedly "homogeneous" basis and were in the lower half of the ratings for academic achievement. They referred to themselves as "the dumbbell-section." It took three months of encouragement to get them to develop the feeling that they had minds and could use them to advantage. When this point was reached, all sorts of things began to happen. A great number of interesting and difficult group projects was sug-

gested, planned and carried out by the class. Always, again, there was opportunity for individual interests and abilities to shine. And in this class there developed during one year heretofore hidden and unsuspected talents for work of all kinds—research, dramatization, organization and writing.

In another school the author has seen children with an understanding teacher form a workers guild and produce beautiful weaving, metal and woodwork under requirements of excellence made by themselves and far more strict than those of the teachers who had "failed" these children previously. They had failed them in a number of ways, but principally by failing to understand the simple fact that it is natural to children to want to learn and to produce socially valued work. It is a symptom of something wrong when they do not.

To find what is wrong may be difficult, but it is far less difficult to educate with the grain than against it. When the conditions are favorable, any person of any age will develop his abilities by using them.

Children are workers! Their energies are immense. Jay Nash tells of an experiment in which a big league baseball player was asked to follow a three-year-old all day, repeating every movement of the child. By noon the big-leaguer was too exhausted to continue. In like fashion, the endless "Why?" of the child who is beginning to sense the power of language and theoretical understandings, and the reckless and prodigal expenditure of life and limb for success in athletics testify to the energy, the curiosity, the willingness to persist that is natural to the young human.

It is true that in our culture we have become urbanized and specialized to a

point which makes it exceedingly difficult for young people to take a responsible part in the work of society. It is true also that we have somehow got ourselves into a very unfortunate way of building schoolhouses that restrict free use of space, of making schedules which cramp the use of time for significant enterprises, and of instituting platoon or subject matter systems which make it difficult to do important and integrated work.

Finding Ways for Doing Real Work

However, the school staff which takes the utmost development of all children seriously can find many ways of creating conditions favorable to real work by children, can replace artificial restraints and busy work with the discipline imposed by a common task intelligently planned by all.

In the magnificent housing survey and slum clearance project carried out by sixth graders working with Roberta Green in Holton, Kansas, the essentials of a good process were well illustrated. Both teacher and pupils had their roles, and the roles were clearly understood. The teacher was a *fellow worker* of wider experience. The pupils' abilities were assumed and respected first by the teacher and later by the community leaders who were less informed than the children in tackling the job.

The first job was to analyze many possibilities for study and action and to pick one which seemed most important. Second, to explore what could be done by this particular group. Third, to discover the resources available and to or-

ganize them for effective work. Then followed the work itself and the presentation of results by word of mouth, charts, writing, photos and trips.

During the whole time of the project a keen and lively process of evaluation went on. Some things worked out and some did not. Some people worked harder or better than others. The results were obvious, and they mattered.

They mattered because to children and teacher the goal was clear and vital. The teaching job was not a case of minced up daily assignments from a syllabus but of mobilizing intelligence and ability.

To work with children in this way is so demanding and so rewarding that it calls on all abilities and gives great meaning to the teacher's life as well as resulting in great development of child abilities. It is so natural that it upsets the unnatural and inhuman processes of formal and sterile school practice. It also upsets the timid schoolman and woman to contemplate it. But it pays big. It pays the teacher and the pupil who find joy and development through the work. It pays the society to have school children become contributing members.

Learning occurs through action. It is done by the individual. No one can teach another. One teaches oneself. All human beings, young or old, want to learn and want to do socially useful work. The school can make itself a place where workers are willing because they are partners in the enterprise from plan to result.

S AID A FATHER TO HIS CHILD'S TEACHER NEAR THE END OF THE school year, "Since you and my child have been living and working together at school, her personality has become so intertwined with yours that we consider you kinfolk."—Retold by ROSAMOND PRAEGER.

By WARREN C. SEYFERT

Problems in Developing Children as Workers

Four problems to be solved in developing children as workers are discussed by Mr. Seyfert, director of the Laboratory School at the University of Chicago. He deals with these problems in terms of the learner in the psychological and social surroundings in which the problems must be solved.

ANYONE WHO HAS WATCHED CHILDREN in action knows inherently they are hard workers in the sense that in situations which they themselves control they are practically constantly busy trying to get something done. Children can seldom be said to be lazy or indifferent workers when they are trying to get results which to them seem important and desirable. Even though boys and girls obviously differ among themselves in these regards, in general they plan their activities, stay with their undertakings, submit to menial assignments, practice to improve their skills, and evaluate their own accomplishments in a manner and degree which often surprise adults.

With this out-of-school observation in mind teachers and parents are distressed to observe the apparent reluctance on the part of many youngsters to show the same workmanlike traits when the job to be done is school work. Many grownups hasten to explain this reluctance by saying that children are perverse by nature.

The experience of more thoughtful observers, however, leads to no such conclusion. They see that it is not child nature which is at fault, if fault there be, but rather that we must look for the explanation in the nature of the typical school and in the demands it

makes upon boys and girls. They see, too, that many of the efforts of the school to improve the work and study patterns of children fail because they deal with secondary rather than basic factors.

One assumption made in the discussion which follows is that the truly significant problems in helping children to develop as workers are not such matters as study skills in the narrow sense or means for making children stick to this work or how much drill to use. Rather, the really basic problems have to do with the nature of the work to be done and the conditions surrounding its doing. A second assumption, which merely rephrases what has been previously said, is that the responsibility of the school and home is not to make workers out of children—for they are workers—but to help them to expand and control more efficiently their natural learning ability and willingness to work.

The Psychological and Social Surroundings

With these assumptions in mind, then, we can turn to a consideration of some of the aspects of the school's activities which are most likely to influence the extent and quality of the growth

which boys and girls are likely to make in their ways of working. A first problem for any school or teacher seriously interested is an analysis of the learning situations provided by the school to see whether or not they actually permit and encourage the application and expansion of good work habits by pupils. It requires no particular professional skill on the part of the teacher to design activities which will keep the youngsters busy and, in that sense, keep them working. Nor does it demand unusual talent or strength of character to see to it that children go through some of the formal patterns which can be called good study habits. But what we want in our schools is more than busy work and more than uncomplaining compliance with adult demands on the part of the young worker. Such outcomes may easily be mistaken for better work habits and attitudes, when in actual fact they are not.

To get to the heart of the matter we need only to consider the conditions under which people, young and old, do their best work. We see both in school and out that the hardest and most conscientious work goes on when, in a manner of speaking, the worker feels some measure of personal ownership of the job in hand. This pride of possession can be engendered in many ways—through an understanding and acceptance of the need or utility of the job or the resulting product; through having an influential part in planning the work and deciding how it is to be done and who is to do it; through freedom to comment and criticize as the work progresses; and through evidences of appreciation by others of the responsibility carried or the barriers overcome.

It is not surprising, therefore, that many boys and girls are indifferent and

disinterested workers when the school offers few, if any, of these incentives to hard work. Put in positive fashion, we as teachers must accept as our first problem in helping children to become better workers the improvement of the general setting in which we expect work to be done and work habits to be developed. From the foregoing discussion it is clear that by setting is meant not the physical environment but the psychological and social surroundings.

There are two or three aspects of this setting which deserve brief comment. For one thing, more varied and frequent opportunities for youngsters to plan the work they are to do will contribute substantially to their development as workers. Through participation in such activities they learn to plan, of course, and that is important, but having a hand in the organizing of a project is one of the surest ways of understanding the significance of the work to be done. By helping with the planning of an assignment or demonstration or trip pupils have a greater chance to acquire some feeling of ownership in the idea or activity and hence a greater incentive to work steadily and skillfully at whatever task is given them.

For another thing, we should allow for more variation among pupils, not only in the kinds of work to be done but also in the way a particular job is to be attacked. No two carpenters or chefs or secretaries use exactly the same approach to a job in their fields, even though they may be applying essentially the same skills. In schools, on the other hand, we seem to place an unusually high value on the standardization of method. The same point applies regarding the tools which the young worker uses. Out of school we expect the competent worker to be able to



Photograph by Louise Gross

Developing children as workers

select for himself the tools most appropriate to the job before him. In school, however, we often specify or delimit the instruments a pupil may use to solve a problem or to do a job to the point where the experience adds little to his skill as a worker. Naturally there must be delimitations of method and of instruments as youngsters learn the use of new ways and tools but it is certain that we commonly carry this delimitation to the point where it is harmful.

There is one other element in the work setting which should be underlined because of its influence on work habits and attitudes. Teachers and parents have not in the past generally recognized the influence which group activities as such may have upon the development of young workers. Some adults, of course, fear that group activity hinders rather than helps the indi-

vidual boy or girl in expanding and sharpening his work and study patterns. While it must be admitted that this may occasionally happen, skillfully managed group work regularly produces the opposite reaction. Through exchange of ideas in the group, the individual child has an unusually good chance to see the meaning and importance of the work to be done. He can see the value of what he is asked to do—value not to the teacher but to his peers. He has working contacts with other methods of getting the job done beside those which he already knows and the approval or disapproval which he receives for his efforts comes from his contemporaries and, therefore, has real meaning for him.

Merely having the child participate in group activities, having him explore a variety of methods and tools, having

him take a responsible part in planning an undertaking will not by themselves make vigorous and careful workers of young people. But we can hardly expect to be successful in making better workers of our children unless we begin by doing all that we can to give them some pride of possession in the work to be done. Exploring and applying means and materials to this end is the first problem in developing more effective young workers.

The Nature of the Problems

While we are giving more thought to the setting in which we expect work to be done, we must also give serious consideration to the nature of the problems on which we expect pupils to work and from which we hope they will develop better ways of working. That is to say, not only does the child need a work setting in which he is free to discover the importance of a job to be done; he needs also work which is really important.

This may seem a distinction without a difference, but the difference is most significant. By clever manipulation of the setting, teachers or parents may seemingly persuade children of the need to do a particular job and so apparently stimulate good work while in actual fact the job or problem has no real meaning for the youngsters. If we are to stimulate growth in patterns of work we must discover ways of increasing the number and variety of learning activities which are to the child clearly and closely related to the business of living, as distinguished from the "made work" or formal practice exercises which characterize so much of the program of the traditional school.

To urge more use of real-life problems in the school is not to argue that the only acceptable centers of interest

for learning activities are the openly expressed interests of pupils, for teachers and parents have the responsibility for enlarging the interest horizons of children. We cannot, however, challenge boys and girls to apply and extend their patterns of effective work except through activities which they honestly accept as important. One principal means to this end is through the problems and perplexities which children actually have.

The causal relationship may not be complete or entirely clear, but it is informing to note that the distress of teachers and parents over children's ways of working grows as youngsters progress through our school system. But we cannot fail to observe as we move up through the typical school program that the connection between "school work" and child life becomes increasingly tenuous. We presumably cannot make all adolescents, for example, skillful and industrious workers by only changing the focus of our secondary school curriculum. But unless we do at least that we are likely to have mediocre success at best in making effective students of our young people. Here, then, is the second major problem we must solve in developing children as workers.

One of the marks of any good worker is his willingness and ability to evaluate the results of his activities honestly and comprehensively. He must also be willing and able to take and apply the evaluations of his fellow workers. Without this power of self-evaluation no worker can be truly independent. In dealing with children as workers teachers commonly insist that pupils should be more critical of their own work, yet we seldom set up learning activities in the school under which

self-appraisal of growth is either possible or profitable to the child. By the design of our school exercises and through administrative controls we force the child to turn to the teacher as the only valid source of criticism or approval. Of course, we tell children they should check their own work, should keep at a job until they are satisfied with it, and so on; but merely haranguing youngsters on the subject does not produce the results, as any experienced teacher will testify.

What must be set up are situations wherein the child personally feels the consequences of his own adeptness or inability or unwillingness to appraise his own progress or performance. The existence of such opportunities is, of course, related to the nature of the learning experiences which are offered. The closer the problem is to the real concerns of young people the easier it is to devise and apply really acceptable self-evaluation procedures. The ability properly to evaluate one's own work of course involves skills which must be learned, so that merely providing opportunity for such evaluation is not sufficient. Nevertheless, these skills and attendant attitudes will never be acquired unless we maintain learning conditions which are conducive to self-evaluation. Developing such conditions is another problem to be solved in developing young workers.

There is at least one other major concern. Diligent and careful work is stimulated by tasks which not only are interesting and important, but which also fall in that happy region between too easy and too hard. The easy job makes good work seem unnecessary while the job which is too hard gives the impression that whether work skills are good or bad is irrelevant because

the job cannot be done in any event. The general arguments for adjusting our expectations and demands to the qualities of the learner are well known, and the present point is only a particular application of these. None the less, it is included here because the relationship of the difficulty of the task to the competence of the worker, as this relationship bears upon developing work habits and attitudes, is not widely enough recognized.

As is evident to the reader, no attention has been given in this discussion to the questions which are usually raised when children's work habits are being considered—how to teach study skills; how to develop habits of persistence and industry; how much drill and practice work ought to be used; how much, if any, homework ought to be assigned, and the like. There is no doubt but that these are important, practical, everyday problems with which teachers and parents must wrestle. But it is certain that adequate solutions for these problems cannot be obtained except in an educational setting which stimulates work and which recognizes the normal desire of boys and girls to do things.

The real problems, then, and the difficult ones are such as have been presented here. If we can provide learning environments which make work seem the natural thing to do; if the school offers jobs to be done which are evidently worth working at; if we can learn to permit children to have a real part in evaluating their own growth; if we can discover ways of suiting the job to the worker and of offering him freedom to do his work in ways which are most congenial to him, we shall have solved the problems which really are most perplexing in developing children as workers.

Setting the Environment for Work

Mr. Rogers, superintendent of schools, Battle Creek, Michigan, discusses good environments for work in terms of places, personnel, pressures, grouping and centers of interest. He emphasizes the importance of cooperation between home, school and community and describes some home techniques which have proved effective in family living and in the development of family togetherness.

JOHN DEWEY TELLS AN INTERESTING story about his search for suitable schoolroom furniture for his demonstration school at Chicago in the year 1896—fifty years ago. With great effort he would explain to furniture establishments that he was looking for a different kind of schoolroom equipment from what they had been selling. He would then detail the sort of thing his school was doing. Finally one alert clerk grasped the idea, "Ah, you want something at which children may work; ours is all for listening."

After the "working" function was developed under Professor Dewey's leadership and his new school was properly equipped with movable, adjustable desks, one visitor remarked, "It doesn't seem like school; it's a lovely place." The visitor might have added, "It doesn't seem like work at all to these children or even to the teachers; they all seem to be having a good time," thus giving away the traditional misconception about creative teaching—"If they are enjoying it, it isn't good for them."

In setting the environment for work it is well that all concerned remember what we sometimes overlook in educational planning and what Dewey pointed out long ago, that "the dominant impulses of children and youth

are toward activity, and toward some kind of collective association."

In Michigan, under the able leadership of the state department of public instruction and the W. K. Kellogg Foundation, we are beginning to apply some common-sense principles in recognizing the out of doors as a part of the school's working environment. The fields, streams, woods, parks, lakes and year-round camping facilities are more and more brought into educational planning programs. We have been slow to accept the "out of classroom" and "out of schoolhouse" environment as places where much of the child's most valued educational work is carried on. Perhaps the Arapahoe Indian who visited the first log schoolhouse at Boulder, Colorado, about one hundred years ago spoke words of wisdom from his rich experience in living close to nature when he remarked, "Funny way, paleface put children behind bars all day while sun shine."

Preliminary to successful planning of the child's school environment is the necessity for seeing to it that the school board and the administration select well-qualified personnel to man the schools of the community. This calls for adequate financial support to assure salary schedules that compete favorably with industry and business. At

present industry and business are making such inroads upon the teacher supply that the shortage in many a community is a first-class scandal. A high standard of teacher employment assures well-trained people. Smart communities are assiduously going about the job of bettering teacher status, including working conditions, compensation, and recognition of the teacher as a professional person with equal rights in the community. California is an excellent example of a whole state which is trying to assume new responsibilities toward its teachers.

Also, before conditions are ideal for developing the best kind of setting for school work, there must be careful attention to the matter of strengthening professional pride and spirit. The professional associations—local, state, and national—must be enormously strengthened in membership and money if we are to be more than the “shabby-genteel profession,” as we are described by Harold Laski. We must redouble our efforts to raise the standards of teacher education, improve the methods of selection, strengthen the laws governing certification, promote more general acceptance of our codes of ethical practice, and battle for more favorable working conditions and better pay.

Pressures must be removed if teachers are to do effective planning. As the tempo of our civilization is stepped up, and as the culture patterns of our society become more confused because of the great social, political, and economic pressures stemming from the revolution through which we are living, the teacher must have freedom in which to plan the child's school environment. Teachers should be free to plan as building units and as separate class groups, with a minimum of control from the

central office or from “system” regulations. There must be a letting up on the “requirements” of the course of study. The practice of rigid supervision must go and—let us not be naive—there is still plenty of it in too many city systems. The supervisor must become the consultant, the helper, the “resource person,” on call when help is needed. This is a pleasant dream for most teachers, if we may judge by the testimony of classroom teachers enrolled in university summer courses.

Flexibility in Personnel and Plant

We are just now suddenly and deeply concerned with the element of “flexibility” in school plant and equipment as we have never been before. This is all to the good; however, much needs to be done to assure flexibility on the part of personnel in teaching. There must be the assurance of freedom to deal with classroom and total school environment as the teacher sees fit, even if it means missing assemblies or the special class in handicrafts or a teachers' meeting in order to be with the class group throughout a five- or ten-hour field trip, or over night, or over the weekend, or for two weeks at school camp.

There must be assurances that with all the central planning, discussion, study by groups, projects and outlines there will be no follow-up tests at the end of the semester or at the year's end when compilations will be made and comparisons drawn with reference to subject matter progress. All initiative in individual planning and inspiration for creativeness tend to go “out the window” as instructions for mass appraisal of individual grade groups are announced.

The provision for heterogeneous grouping seems to have gained accep-

tance over homogeneity, if one is using ability or subject matter as a basis for classification, for purposes of developing successful working groups. While there are certain advantages to grouping according to progress in certain learning skills, such as small reading groups, the class unit is probably better off to be selected on an alphabetical basis.

An essential in planning for a good working environment in any school is to make certain that an adequate plan for work centers has been developed. There are several essential work centers in addition to the classroom. A good school will work for the development of the centers where work can go on without interference from others and where there are provided proper facilities for making the work a satisfying experience. If a school is quite modern, some of these facilities may be a part of the room unit. Most schools were planned with traditional classrooms and do not lend themselves readily to modernization, but these centers may be added:

There is the workshop where construction takes place. This work center is a thrill to every group that is privileged to use it creatively.

The art and clay room becomes a work center for groups wishing to express themselves in art.

The auditorium or activity room provides splendid working facilities for dramatization, speech, music, radio, programs, movies, and games. Often these are not utilized to the maximum because of the notion that they are not essentials in the instructional program.

The school library has only recently come into its own as a work center for the elementary school. All groups should have the rich experience of habituating the library as a class and browsing as individuals. Much of the committee work of small groups in the class may well be carried on as research projects in the library.

The schoolyard, garden, greenhouse or museum may also serve as a work center for class groups as learning projects are developed.

These are some of the centers which well-equipped schools provide in setting a wholesome environment for work. They cost money—that is acknowledged—but unless such facilities are planned and made available, it is difficult for the cleverest of teachers to use a formal classroom with limited teaching materials and plan work which will challenge the children of varying abilities and interests in a class group. We may hope for children to become good workers, but the environment must be conducive to real work, even with most skillful leadership, if the school work is to measure up in meaningfulness.

Because of lack of space, the work centers which may be developed within the classroom will not be covered in this discussion.

In the Community and at Home

We have spent considerable time on the school environment as it relates to work. There are two other areas of the child's environment deserving of some consideration, namely, the community and the home. There must be close ties between school, home, and community. Each of these environments reacts upon the child and is therefore of concern to those who would set the stage for educational tasks worthy of student participation.

Through parent-teacher cooperation, community enterprises of various sorts can be inaugurated which give the child a sense of belonging, of serving as a good citizen, of protecting property, of promoting safety, of assisting with worthy community projects. Among these work assignments might be included paper drives, Red Cross campaigns, relief drives, clean-up campaigns, roadside beautification, keep-off-the-grass and save-the-flowers proj-

ects, clearing vacant lots, building playgrounds, community carnivals, safety patrols, health clinics, and dozens of other worthy joint projects for school and community.

Finally, parents can do much toward conditioning the child for taking responsibility, for sharing in work programs, for planning with others, if thought is given to this third area of the child's environment—the home.

There are many things which parents can do to help make the home a good place for children to learn to take responsibility, to share in the planning for family living, and to become familiar with working environments, even at a very early age. Here are suggested some things which parents can do that will make living in the home more interesting and exciting and at the same time will help make the work of the school, the community, and the club a continuous learning experience for boys and girls.

Organize a family club where frank discussions can be had in planning and evaluating the group enterprise of living as a social unit. With democratically elected officers and with each member free to make suggestions, motions and criticism, parents should be prepared to waive their immunity to attack. Such give-and-take experiences are invaluable in developing character. These experiences with democracy in action provide a splendid preparation for sharing in school planning as students are brought into similar activities in the classroom.

Arrange and live by a family schedule of work and play. Through group planning the children and parents can work out agreements on time and place for doing household chores, for playing together, for having free time to do as each one pleases and for entertainment of playmates, attending the movies or whatever the plans may call for. It is recognized that modification of plans and schedules is inevitable, but when seriously undertaken such arrangements will give mother much help in keeping the home in order, reducing conflicts in plans,

and providing periods of peace and quiet for the parents.

Make the family bulletin board a center of interest and a source of help in planning work and play. The schedule of books read by the different members of the family is a stimulus to good reading habits. The youngest of course will have their books read to them by others, a fine experience for both reader and listener. Safety instructions clipped from the papers showing how accidents occur in the homes, how fires get started, how children are most frequently injured or killed provide excellent family bulletin board exhibits, even though they may draw many neighborhood playmates into the back hall to study the new exhibits. Displays of school work brought home add interest and encouragement to self-expression.

A map showing the family vacation activities with pictures posted as evidence of visits to the spots marked makes an interesting display. A family calendar of activities helps each member to plan his own schedule better and to avoid conflicts with others. The bulletin board may also serve as a center of amusement and information, where messages may be left in emergency for others to read. Such family cooperative activity adds to the "together" feeling and cements the family ties.

The children's room or corner is an essential in every home. Each person must have a "room of his own," even though it may be only a corner of a larger room. Planning so that each person has a spot to call his own and a place to keep each item of personal property gives security and teaches responsibility for looking after his belongings.

These suggestions on setting the environment for work and play in the home come from personal experience and can be recommended as real helps in preparing the child for a "working" school environment. In fact, with the right sort of family and community planning with boys and girls the job of setting an environment for work at school is greatly simplified. Alert teachers and administrators are coming to appreciate the need for planning by all who are concerned with children's development if the teachers are to "work with children as workers."

Learning Through Socially Useful Work

How children in a rural area planned and carried out projects which contributed to their learning, taught them useful work and contributed to their development as citizens in the community. Mrs. Brown is a critic teacher in the elementary school at Grambling College, Louisiana.

IN KEEPING WITH THE PHILOSOPHY of Grambling College of Louisiana the pupils of the elementary school live through those experiences that enrich school work and add comfort and enjoyment to life in a rural community. Mastery of the fundamental skills is developed through actual participation in real life situations that are based upon the immediate needs of the pupils. Through cooperative group planning definite arrangements are made for the selection of projects that aid in the promotion of wholesome living at all times.

A unit on foods and nutrition grew out of a need for knowledge of food selection, meal planning and preparation. The pupils faced these problems:

What foods compose an adequate diet?

What portion of these foods does our community provide?

How can we improve our food supply?

To what extent are we dependent upon other communities for our food supply?

Out of this unit on foods and nutrition developed units on gardens and poultry raising. The primary pupils organized themselves into groups and began to make plans for a garden at school. The committee on selection of the plot for the garden searched books and also contacted the farm agents for information on their assignment.

In selecting the plot they considered the drainage, the type of soil and the amount of sunlight the garden would get during the day. When they finally decided upon a plot, the report was made to the entire group. The plot was then cleared of all rubbish, and immediate plans were made for plowing. The smaller children picked up grass roots and loose grass from the soil. All rubbish was burned.

The group that was responsible for securing the seeds worked enthusiastically. They gathered seeds and discussed why some seeds would come up before others. A discussion of the cost of seeds followed. They noticed that some seeds had hard coats while others were not quite so hard. They decided that the seeds with hard coats would take longer to come up. They agreed to plant the seeds and watch the results. The seeds were not planted until the soil was in good condition—free from grass, clods and other objects.

The children learned the value of inoculation and how to inoculate seeds. They fertilized the garden with barnyard and commercial fertilizers. They learned the advantages of each type.

When the seeds were ready to be planted, the smaller pupils planted the large seeds because they were easy to

handle; the larger pupils planted the small seeds. They learned what seeds to plant in hills and what seeds to plant in drills. The pupils watched the garden for signs of young plants. Finally tiny leaves began to peep through the ground. They kept accurate records of the appearance of the first plants. After several weeks of careful working, the garden grew successfully. Fresh vegetables were served in the lunchroom and surplus vegetables were canned for future use.

Gathering seeds from the garden at the close of the growing season proved quite interesting for the group. The pupils were very busy picking dry beans, peas, okra, mustard and turnip seeds from the garden. Potatoes were dug and stored. They were sure that the seeds were ripe enough to pick and store for planting for the next season. They went to the farm agents for information on selecting and storing seeds that could be successfully planted again. They sorted the seeds according to firmness, size and general condition. They were stored in jars and labeled. During the harvesting season a variety of seeds in labeled cellophane bags was added to the science corner in the classroom. Simple experiments were performed, such as soaking seeds and watching the young plants as they developed.

An eleven-year-old boy in the community sold vegetables from his garden to one of the local grocery stores. Many pupils supplement the hot lunch at school with garden produce from home.

Poultry Project and Lunch Program

A poultry project was begun at school. The pupils bought one hundred chickens and raised them in a brooder and a small poultry yard. The project afforded varied opportunities

for growth and development of the pupils in each area of the school. They gathered information from many sources; worked problems concerning the cost of chickens, material for brooder, wire and posts for fence, feed and cost of heating, and estimated the cost of labor. They learned how to work cooperatively and to share responsibilities. Some of their activities were: helping to build the brooder, constructing the fence around the poultry yard, keeping food hoppers and water jars clean, regulating heat according to the temperature outside, measuring feed for chickens and keeping them supplied with fresh water to drink.

Many families in the community now have brooders, good poultry houses, fenced-in poultry yards and good flocks. Egg production in the community has increased. There are eggs for home use and the community market.

The lunch program affords excellent opportunities for pupils to participate in meaningful activities each day. The seventh and eighth grade pupils participate daily in the planning, preparation, and serving of a hot lunch. They are given experiences in writing menus; writing letters; measuring and weighing food; keeping records; making food charts, graphs, and posters. Other experiences are given in quantity cooking, washing dishes, cleaning the kitchen and lunchroom, laundering aprons and dishtowels and keeping floors clean. They learn to apply the social graces in their daily living.

Soapmaking at School

Soapmaking at school grew out of a local and national need. Habits of cleanliness are stressed at all times with all pupils and especially those pupils



Examining seeds and vines

who are handling food in the preparation and serving of hot lunch each day. The soap shortage was preventing the fullest promotion of good health practices among the pupils; therefore it was decided within the group that they must do something to relieve this situation. They brought recipes for soap-making from home, contacted the science teacher, secured the necessary ingredients and set a definite day for making soap at school. Some pupils were responsible for securing the ingredients and others were responsible for securing the necessary utensils. Each small group had a definite task to perform. They worked problems concerning the increasing or decreasing of quantities. They discussed how their great-grandparents had made soap from ashes and waste fats. This led to a discussion of the scientific composition of ashes. Some pupils brought recipes that called for the use of lye. The danger of lye was discussed, and the pupils decided to use ashes instead.

With the assistance of the science teacher the pupils made soft and hard soap. The soap was used for dishwashing, laundering and general cleaning.

Unit on Kitchens

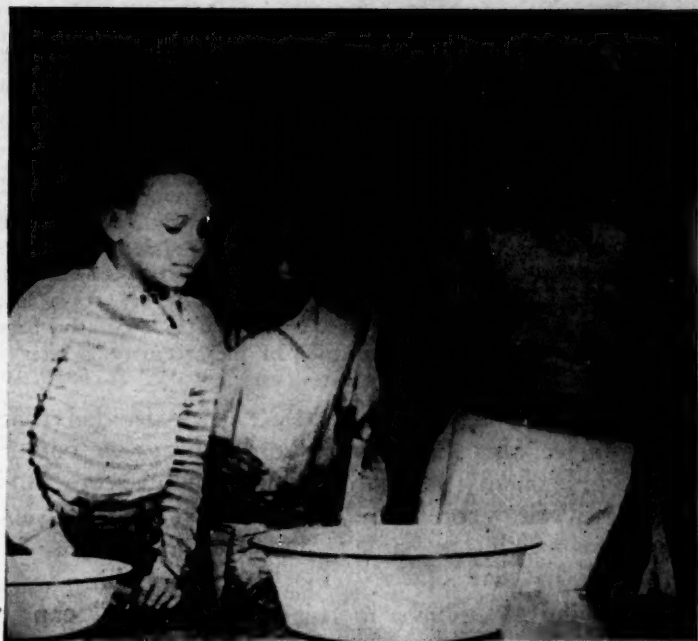
The pupils developed a unit on kitchens. A kitchen in the home of one of the elderly patrons of the community was "adopted" and improved by the pupils. Magazines containing gay and colorful pictures were brought to school. Posters, booklets and friezes of beautiful homes were displayed.

A group of pupils visited the "adopted" kitchen to find out just what was needed and what was to be done. The following articles were collected and used advantageously in the project: corrugated cardboard, scraps of linoleum, cloth sacks, small pieces of lumber, empty cans and jars and other discarded materials. The kitchen was ceiled with corrugated cardboard and painted with cold water paint. The pupils decided to use a color scheme of apple green and ivory. Pantry shelves were built, the kitchen floor was painted with enamel, screens were made for the windows and painted with black enamel. The children made curtains, aprons, dishtowels, tablecloths and napkins. They painted canister sets, garbage cans, serving trays and hot

dish mats. Dish-towel racks, wood-boxes and other needed articles were made for the adopted kitchen.

Each of the pupils in the classroom made for his home some of the same articles that were made for the adopted kitchen. They selected and used brightly colored paint and dye and developed a variety of attractive color schemes. The results were touches of color added to kitchens that were dull and drab.

In order to make the very best job of their project, it was necessary for pupils to read all available material and to write letters for more information on problems encountered. They experimented with various colors and developed an understanding of the primary and secondary colors and an understanding of the selection of colors according to the exposure of the room. They realized a need for greater skill in problem solving as they measured windows for screens and curtains, floor space for paint and covering, wall space for painting and repair, boards for shelves and woodboxes and many other needed activities. Finding the cost of paint, nails, dye, cloth, linoleum and other necessary materials added meaning to the mastery of the fundamental skills in arithmetic. They found the cost of linoleum to cover various room sizes, of materials for curtains of va-



Trying out a soap-making recipe

rious lengths and of paint to cover various spaces. Food containers and covered garbage cans were painted and labeled. The group kept a diary record of their experiences from day to day.

As a result of this project improvements have been made in other kitchens in the community. These kitchens are painted or papered; they have linoleum on floors, good windows with screens and curtains, painted canister sets, covered garbage cans, storage space, electric lights, and in many cases butane gas.

Pupils have a greater appreciation for their homes because of the fact that they share in the improvement. They have a deeper appreciation of home life and a better understanding of the joy and satisfaction that come from a comfortable and attractive home. The pupils show a greater appreciation for community life.

Our Store Is Real

How a group of eight-year-olds set up a candy store, sold their wares and learned many practical applications of arithmetic. Incidentally, the store solved an undesirable situation yet provided meaningful work and learning experiences for the children. Mrs. Hechler teaches these eight-year-olds in Pleasantville, New York. The article is reprinted from "News and Notes" published by The Arts Cooperative Service, New York City, and with the permission of the executive secretary of the Service.

THE BEST WAY I KNOW TO MAKE children feel that school is real and alive is to give them a real job to do—a piece of work where they have to function in much the same way as grownups do in their jobs.

I should like to describe in this account just such an activity, which incidentally happened to grow out of a natural situation. Sometimes these situations arise by sheer good luck and sometimes the teacher must watch for them and recognize their possibilities when they do come. At other times it may even be necessary to create them.

In the neighborhood where our school is located there was a man with a pushcart loaded with candies. On their way to and from school the children always crowded around him, buying. With the children detained this way, it created a problem for the school. In addition, the candy was of very cheap quality and kept in an unsanitary way. The question was how to divert the children from such a tempting pleasure.

I started a discussion with my third grade class one morning with a presentation of the facts just mentioned. The idea developed that we could have our own candy store. Besides having *our own* candy, and better candy at that,

we decided that there were a lot of things we could learn from setting up such a store and running it.

One thing we could learn was how to make some of our own candy. Another thing we could learn was which "bought" candies were the best buys and the best for us. We could also find out how candy gets from a candy factory to us.

We soon found out from our discussions that a candy store cannot be set up just like that; that, in fact, it would take a lot of hard work. Some of the questions we had to settle were: How could we buy our supplies as we had no money to start with? Where could we get penny chocolate bars? Where should we keep our supplies?

We asked the school for a loan and gave a promissory note for repayment in six weeks. We now had money to buy our stocks and to keep change on hand. We constructed our counter out of two bookcases of the same size and we put them together with hinges so that we could close up the counter and lock it. A convenient place in the hall on the third floor near our classroom was chosen as the location of the store.

Different committees, rotating the work, were assigned different jobs: one

group painted and decorated the store, another made advertising posters, another selected the supplies. We consulted *Consumer's Research* to find out the candies they recommended and why. Then we looked in the classified telephone book for the names of two or three wholesale dealers nearest the school. The class officers telephoned to ask whether they would sell to us (I was present when these calls were made in order to help in case of faltering). The class visited one of the wholesale places both to see what it was like and to place an order. The manager had been informed beforehand about the project. When we were finally ready for opening day, we made it festive and gay. Each customer received a gift of one piece of candy.

While a great deal of activity went into the preparation for the opening of the store, a great deal more came through its operation. Arithmetic took on a meaning it did not have before. Frequently when we used the store as our arithmetic period the children would remark, "We haven't had arithmetic today," and when they were reminded that they had had store arithmetic they would say, "But that isn't arithmetic," despite the fact that the problems included the same subtraction, addition, multiplication and division found in any third grade arithmetic book. Examples of arithmetic problems were as follows:

Today we have \$2 in the cash box; yesterday we had \$1.40. How much did we take in today?

On Monday we took in 50c; Tuesday 52c; Wednesday \$1; Thursday 37c; Friday 60c. How much did we take in for the week?

We bought 75 lollipops for 37c and sold them at a penny a piece. How much did we make?

On days when we made fudge or other candies for the store, we would have to add the cost of materials, count the pieces of candy, and figure out how much to sell each piece for. Arithmetical problems were constantly arising from the operation of the store. This kept the class quite busy. Making candy was a practical way of introducing fractions, weights and measures.

Practical arithmetic, however, was only one of the experiences which grew out of the venture. A number of trips were made in connection with the store and its operation. These in turn suggested avenues for exploration and learning. Thus during a visit to Schrafft's Candy Factory the children saw big vats of the raw materials that go into their candies: raw cocoa, sugar, butter, milk, nuts, flavors. On the following day when the class gathered for discussion of the trip, one of them asked, "What is cocoa made from?" This was a lead for me to pursue not only the source and uses of cocoa but to develop, as a subject for our social science period, the study of tropical goods—a study which later on included tropical geography, housing, dress, customs, and the different languages.

The store served as the hub for a great deal of the class subject matter. But more important is that by making school real in this manner, there is greater likelihood that the children will be drawn into the learning process more deeply than might otherwise be the case. They put more of themselves into it. This should not surprise us, for children naturally want to do many of the things that their elders do. They love to work when that work means something to them.

Winter World

All children are workers. Their energies are immense and their curiosity about and interest in their world are limitless, say several contributors in this issue. Katherine Reeves, nursery school director at Cornell University, says all these things in this vignette of a two-year-old.

HE IS TWO YEARS OLD, AND THE WINTRY snowbank at the front door is taller than he. In the blue snow suit and big galoshes he looks like a busy wight, in the snowy glitter of the morning. His Mummy has pulled a woolen cap well down over his ears. Under its visor his dark eyes are shining and clear as only the eyes of the new can be. His cheeks are brilliant as the cheeks of sound red apples. His nose is a pink button.

In his right hand he carries a black tin coal scoop gripped by its neck. His stance is faintly reminiscent of the artist stepping from the wings onto the lighted stage, instrument held casually but commandingly, eyes sweeping the pit. Yes—it is still there. The wonderful, cold, soft, diggable stuff; the inexhaustible, fluent snow. He scoops up a shovelful, and memory catches him.

"Sandpile all covered with snow," he laments.

He holds the shovel with both hands spaced for balance as he works. For a long time, minute after minute, he bends, scoops, lifts, straightens, tosses off his load; bends, scoops, lifts . . . Suddenly, his blood warm and free, he feels the acute imprisonment of winter clothing. He stands erect, peels off a red mitten, twists his body irritably within the confines of his snow suit.

"Something bothers you," he volunteers to a passing dog.

The dog pauses. They exchange long, intimate stares. The dog, tail waving, moves majestically down the aisle of snow. He watches. The dog disappears around the corner of the house.

"Tail," he summarizes.

A newsboy comes through the front gate with the Sunday papers. Without stopping his march the boy pulls a paper from the canvas knapsack and sails it expertly onto the front porch. He watches.

Quickly he casts off the shovel, flinging it behind him. He gathers himself for locomotion. Advancing to the steps in a trot, the loose mitten swinging from its cord, he stoops, lifts the sliding bulk of the paper in his arms, throws it in disarray back onto the steps. A new and lovely idea arrives, lighting his face.

"Paper-boy," he crows in triumphant crescendo.

He starts briskly down the walk. His galoshes splash the puddles. He stops where a freshet of melting snow pours over the sidewalk. His feet stamp joyously in the muddy slush, and it spatters his snow suit. He laughs. He bends in an inverted V and lovingly pats the running water. Then, startled, he straightens and observes the cold drip from his one clothed palm. The bare hand is small and rosy with the cold. His Mummy calls to him from the front door.

"Put on your mitten, darling. Stay near the porch."

He pauses, turns, and looks at her across the distance. He looks around him at the strange world of the front gate—different, not like the world by the porch. How did he get here anyway, so far from the front door? He wavers, between need to go back and temptation to go on. Need wins out. Suddenly he wants the front porch. His hands are very cold. He is hungry. He trots up the walk, mitten a-dangle. His Mummy is there. She dries his wet hands and changes his mittens. She wipes his nose and gives him a graham cracker. He eats the cracker rapidly and observes that its crumbs cling to his woolly mitten. He feels good again. He shakes the crumbs off. "Come birds," he says.

No birds come but he sees his abandoned shovel in the snow. He laughs and retrieves it. Bend, scoop, lift, throw off the load—there is no end to this stuff called snow.



The Association for Childhood Education
(International)

extends to you
a very cordial invitation to attend

The 1947 A.C.E. Study Conference

at Oklahoma City, Oklahoma

April 7-11, 1947

Conference theme:

"Seeing New Horizons in Childhood Education"

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Alma Schmalzrid

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This section of CHILDHOOD EDUCATION has been so planned that it can be detached without disturbing the rest of the magazine. Those wishing to register for the conference should use the registration blank on page 278, and file pages 279 and 280 for ready reference.

REGISTRATION BLANK

A.C.E. Study Conference

Association for Childhood Education
1201 Sixteenth Street, N. W., Washington 6, D. C.

I am planning to attend the 1947 Study Conference. Enclosed is my check for \$..... to cover the items checked:

GENERAL CONFERENCE REGISTRATION

Member of international A.C.E. Executive Board	\$5.00	<input type="checkbox"/>
Life member	\$5.00	<input type="checkbox"/>
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* * * * *

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* * * * *

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(Give name of college in which enrolled)

* * * * *

Non-member	\$5.00	<input type="checkbox"/>
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Please check only one in this column

DINNER REGISTRATION

Dinner reservation for Monday, April 7	\$3.00	<input type="checkbox"/>
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INTEREST GROUP REGISTRATION (Please check only one)

☐ Nursery school ☐ Kindergarten ☐ Primary ☐ Intermediate

STUDY GROUP REGISTRATION (Please indicate first and second choices)

- ☐ No. 1. Books and What They Can Mean to Children
- ☐ No. 2. Films and Slides That Belong in the Schoolroom
- ☐ No. 3. Equipment and Supplies That Promote Growth and Development
- ☐ No. 4. Buildings and Grounds for Good School Living
- ☐ No. 5. Community Industries Contribute to Learning
- ☐ No. 6. Differing Cultures Present Opportunities
- ☐ No. 7. School Practices That Make Growth Possible
- ☐ No. 8. A.C.E.'s Part in UNESCO and Other International Programs

(Note: I understand that receipt for general conference registration and a hotel reservation blank will be sent by mail, and that dinner and study class tickets will be delivered to me at Oklahoma City when I confirm my registration.)

Name

Address

City and State

Professional Position

THE 1947 STUDY CONFERENCE

Association for Childhood Education

Time and Place

April 7-11, Oklahoma City, Oklahoma. All sessions will be held in the Oklahoma City Municipal Auditorium and the convention headquarters office will be maintained there. No headquarters hotel will be designated.

Attendance

Open to members and non-members.

Sponsoring Groups

Oklahoma City Association for Childhood Education, Tulsa Association for Childhood Education, Oklahoma Association for Childhood Education.

Housing

A number of hotels have agreed to hold sleeping room reservations for the Association, and some rooms are available in private homes. In order to house the anticipated number, it will be necessary to utilize double and twin bed rooms almost entirely.

At such hotels as the Skirvin, Biltmore, Huckins, Black, Wells-Roberts, and Kingkade, rates are:

- \$2.00 to \$3.50 *per person* for double rooms
- \$2.50 to \$3.50 *per person* for twin bed rooms
- \$4.00 to \$8.00 *per person* for one-bedroom suite
- \$3.00 and up *per person* for two-bedroom suite

With your registration receipt you will receive a form to be filled out and sent to the Oklahoma City Housing Committee so that you may be assigned to one of the rooms reserved. A copy of your registration receipt will be sent to the Committee as your identification.

Registration

Registration will be by mail *between January 15 and March 15*. Please use the form on the facing page for this purpose and *be sure to enclose your check*. This will reserve for you an envelope containing a variety of materials, to be delivered when you arrive in Oklahoma City and confirm your registration. Late registrants will receive these materials as long as the supply lasts.

In addition to general conference registration, you are asked to do three things to help A.C.E. Headquarters allot the limited meeting space to the various events:

- Designate the interest group you expect to attend.
 - Make first and second choices of study classes you wish to attend.
 - Reserve and pay for your dinner ticket.
- Early registration* will help both you and us.

Arrangements will be made for one-day registration (at a fee of one dollar) available only after the conference opens. No assurance can be given regarding materials that will accompany one-day registration.

Oklahoma Night

On "Oklahoma Night," a dinner typical of the Southwest will be followed by a program depicting the culture of Oklahoma. Those wishing to attend the dinner should include the cost with their registration fee. *Dinner tickets will not be mailed* but will be delivered to registrants after they reach Oklahoma City. Those who do not wish to attend the dinner may join the group for the program which follows.

TENTATIVE SCHEDULE-1947 A.C.E. STUDY CONFERENCE

Oklahoma City, Oklahoma, April 7-11

Conference Theme: "Seeing New Horizons in Childhood Education"

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:30 to 12:00 General Session "The A.C.E.'s Ex- panding Role"	College Breakfasts 9:00 to 10:30 Branch Forums 11:00 to 12:30 Review of Current Legislation (two groups)	Delta Kappa Gamma Breakfast 9:00 to 10:30 Branch Forums 11:00 to 12:30 Review of Recent Re- search (two groups)	9:30 to 12:00 General Business Session	9:30 to 12:00 General Session "Promoting Educa- tional Practices of Promise" Closing of 1947 Study Conference
2:00 to 4:30 Interest Groups— Nursery School Kindergarten Primary Intermediate	2:00 to 4:30 Study Groups and Field Experiences 4:45 Meeting of Branch Publications Representatives	2:00 to 4:30 Study Groups and Field Experiences 4:45 Meeting of Advisers of Student Branches	2:00 to 4:30 General Session "Preparing for Im- proved Services to Children" Review of Study Groups	2:00 to 4:30 Workshop for Repre- sentatives of State Associations 4:00 to 6:00 CHILDHOOD EDUCA- TION Editorial Board Meeting
Oklahoma Night Dinner and Program Food Fun Information	8:00 General Session "Strengthening Home, School, Community Re- lationships" (Open to the public)	8:00 General Session "Understanding and Meeting Children's Needs" (Open to the public)	8:00 General Session "Working for World Friendship and Understanding" (Open to the Public)	

Preconference Attractions

For those who come early there are events of interest such as the Wichita Mountain Easter Sunrise Service and the Oklahoma City Symphony Orchestra concert on Sunday afternoon. Information about these and other events may be obtained by writing to the chairman of the Hospitality Committee, Myra Shaw Kingston, 2543 Northwest Sixteenth Street, Oklahoma City.

By LUCILE ELLISON

We Like To Do Things

In the 1945 Breathitt County Workshop Report is this statement: "Getting children to accept the responsibility of classroom chores is seldom a problem. They like to do things and to have responsibilities. Help them to recognize that it is their room and that they are helping to make it a happy and useful place." How children, teachers and community are working together to make school "a happy and useful place" is told by Mrs. Ellison, assistant to the director of field service for the National Education Association, in this second article in her series of three about Breathitt County.

IT IS OCTOBER WEATHER IN BREATHITT County, Kentucky, and the schoolroom is full of clear sunshine and brisk mountain air. But it is full, too, of the good smell of cooking soup. Maybe all the students are more conscious of that appetizing smell than they are of books. But then again, maybe not. One grows accustomed to odors and forgets them.

Devotions are over now and "Homer's group" is about to read. We watch the eager hands reach for the books as Homer distributes them and note the teacher's expressive face.

But we have just come from the outside and are still conscious of that aroma that drifts through the classroom. We walk over to the kitchen doorway. Nine-year-old Tim is host; he goes with us.

Together we look inside the kitchen and smile at the older girl who stands by the stove. We note her confined hair, the tidy small room no larger than a shed, the wood range with the heat-reddened side, the bubbling deep boiler. We ask her, "Who built this kitchen?"

"The fathers and big boys," she replies.

"Are you cook for the day? Oh, for the week, is it? You must be in the

eighth grade, aren't you? What is your menu for today?"

We read as she indicates the small blackboard:

Vegetable soup
Cornbread and butter
Stewed prunes
Milk

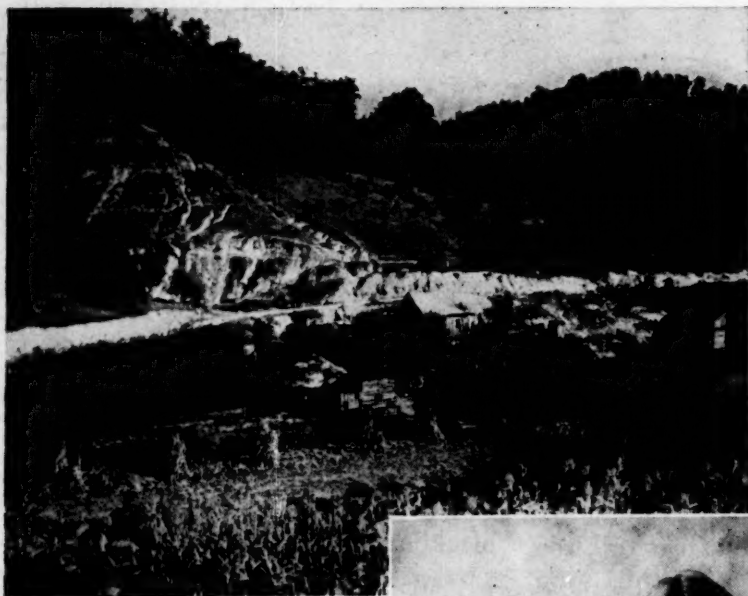
The "cook" has lifted the boiler top and the tomatoes and beans simmer enticingly. We ask: "What time of day do you begin your duties as cook? Ten o'clock? What do you do in the morning before that time?"

Tim interpolates: "It's in here on the blackboard—what we all do."

We return to the classroom, following Tim. Homer's group is still assembled on the red and green and yellow stools that were originally but sawed lengths of a log. The girl in the plaid jumper and pigtails is halfway off hers in her eagerness to tell what Bill and Susan saw on the farm. Her round, seven-year-old face is alive with excitement. We read from the blackboard:

OUR PLANS FOR THE DAY

Health inspection
Reading
Directed play
Toilet period and water
Health study
Supervised handwashing



Breathitt County has beauty, but lack of foresight in the use of such natural resources as coal and timber has left eroded hills and impoverished farm lands.

These boys are learning to use the excellent native clay found in their county.



There is nothing wrong with Breathitt's human resources.

Lunch
Toilet period and water
Rest period

"Who makes these plans?" we ask Tim.

"We do," he replies proudly.

"And this is your committee-assignment wheel? How often do you turn it? Each Monday?"

We find Tim's name on the committee wheel. He is on the reading committee this week. Other committees are: host and hostess, floor, paper, fire, blackboard, bulletin board, window, flower, library, newspaper, cloakroom, water, handwashing, lunch, wall, yard, flag, toilets, recreation, materials, safety, attendance, chapel, health, doctor and

nurse, art, music. We remember the slogan seen in Breathitt literature—"Every child on a committee"—and know that it is true.

"Tim, did you help draw one of the pictures on the wall?" we ask our eager host after commenting on all the committees.

"No, I wasn't here when they did those."

"Were you sick?"

"No'm. I had to work."

"At the sorghum mill?"

"No, shucking corn."

"Do you miss much school because you have to work?"

"Yes."

"Do you hate to miss school?"

"Oh, yes."¹

At Strong Fork, the first of the fifteen schools visited, we inquired about the attractive bookcases. Several boys, averaging perhaps ten years in age, told us eagerly that they had made them. "And toys for the little children, too." One of the smaller ones added proudly, "We're carpenters. My dad's a carpenter too."

"My," I said, "you're in good company. I know of a very important carpenter."

That he caught the implication was clear from his quick grin.

At Morgue School, where we had lunch on our first day of visiting, the four boys who made up the handwashing committee were about such a young group as those at Strong Fork. These boys showed us with pride the handwashing machinery they had set up: two forked poles held a cross pole from which swung the bucket—a bucket with nail holes punched in the bottom. One boy kept the shower bucket filled from the well, another ushered us into line to take our turn, a third held the

jar of homemade liquid soap, and a fourth held the mail-order-house catalogue from which we were invited to tear a sheet to wipe our hands.

The 4-H Club Council of Breathitt County sponsored a project on school-ground improvement. Rousseau—a three-teacher school—tied with the larger Caney Consolidated School for doing the best job.² To begin the project, at the invitation of the 4-H Club Council, Mr. Elliot of the University of Kentucky faculty; the county agent; Marie R. Turner, the county superintendent of schools; Elizabeth Sutton, educational coordinator; and a representative of either forestry or soil conservation work in the county visited each of five schools: Caney, Big Rock, Vancleve, Smith Branch and Rousseau. At each school the visitors took all the upper grade children and a representation from the lower grades and went over the schoolgrounds, making plans for landscaping. The children as well as Mr. Elliot and the other guests made suggestions. For example, at Rousseau School a child suggested an oak tree at a certain place. "Yes," Mr. Elliot said, "that would be a good tree there."

¹ Breathitt County has been called the "most non-industrial, non-agricultural, yet super-rural county in the United States." Three-fourths of the people farm, yet 3,539 out of 3,590 farms in the 1930 census reported less than \$700 as the average value of farm products. This picture is little brightened by income figures from coal mining, logging, railroading, and natural gas.

Thus the children of the ninety-eight elementary schools of Breathitt County are not unlike the children of most rural areas in that they learn early how to work and to work hard. And Breathitt teachers—most of them born in the region—are trying to integrate better the classroom work with children's tasks and chores at home.

² The 4-H Club Council had offered \$25 to the winner in the beautification project. Since two schools tied, each school received \$15 for further improvements. The 4-H Club Council voted to continue the project another year with the five schools that competed in 1946, and to add another five schools. This project is in keeping with the county's ideal of working together for a more beautiful Breathitt.

At Rousseau over a hundred shrubs of many varieties have been planted. The county bought some of them but most of the shrubs the children gathered from the mountains.

For about six weeks last summer—from the time rural schools opened in July until Breathitt High opened in September — Douglas Brewer, high school physical education director, went from one elementary school to another helping as many as possible plan playgrounds. Among the other additions, Rousseau pupils and the community have made gravel walks, swings, a health ladder, a chinning bar, a baseball diamond, a volleyball court.

The pie supper is an established institution for raising money for Breathitt County schools. The annual pie suppers at a number of remote schools in 1946 netted several hundred dollars each. Some schools use the money to employ a community worker to come in to prepare the hot lunch. Even when this arrangement is made, the teacher, pupils and patrons have the difficult job of providing the makings of the lunches. This task is mammoth in a school community where there are few or no cars, even when the school is accessible to a highway. For the great proportion of schools, communication and travel conditions form an insurmountable obstacle and even with the government subsidy of seven to nine cents per child per day, a hot lunch program is an impossibility.

In late afternoons and on Saturdays the grocery stores of Jackson, the county seat, are filled with those teachers who do have access to town and hence can have a hot lunch program. These teachers are driving hard bargains, trying to make inadequate funds stretch further for boys and girls

for whom the hot midday lunch may be the best meal of the day.

In a number of schools, the elementary students with the help of the teacher not only provide the food and plan the menu, but do all the cooking. Such a school is Shoulderblade which has only one teacher, Minta Johnson, who looked young enough to be on the other side of the teacher's desk. She insisted happily and cheerfully that she was getting along all right, even with such responsibilities and hours as we heard outlined.

At Smith Branch two more young teachers, Treva Grigsby and Frances Collins, were putting enthusiasm into a program of community work. "My papa helped build this schoolhouse," our young host said of the school—a two-room structure of native stone.

The boys of the school had been up in the mountains to get the tall flagpole and had had community help in putting it up. Posts for a new fence were going up, too. The boys were gathering these posts from the woods and had borrowed a posthole digger from a patron. The county had promised to buy the fencing which would be stretched on a community day, planned for the near future. The young guide said suggestively as he walked by Mrs. Turner: "We *need* some lumber for a new coalhouse, too."

The "Plans for Smith Branch School," a copy of which had been made in longhand for each visitor, covered three pages of practical suggestions teachers and students were making for themselves. The plans concluded with: "What we have done is what we know how to do. Anyone making any suggestions whereby improvements can be made will be welcomed as a friend to the school."

From a Summer School Notebook

In a summer school primary demonstration class composed of children five to eight years old, Mrs. Fossit recorded her impressions, observations and opinions of teacher-pupil relationships. She shares some of her records here because they illustrate ways of working with children that contribute to good living together on the part of both children and teacher, and reveal techniques used by an artist teacher. Mrs. Fossit is kindergarten and first grade teacher at Beechwood Graded School, Ft. Mitchell, Covington, Kentucky.

THE FIRST COUPLE OF TIMES I SAT IN the primary demonstration class I felt restive. I didn't like it very much and I felt a puzzling kind of disappointment because I had counted so much on it. I tried to figure it out. There was Miss Davis and there were the thirty children just as the summer session bulletin had promised on page forty-one. And there were the observers sitting in chairs along two sides of the room, immobilized and silent like two games of musical chairs bewitched into stillness.

Up in the front of the room they seemed to be having a good time, Miss Davis and the children, talking things over and making plans, looking from one to the other as they exchanged ideas but never once casting a glance toward us in the chairs. There was no suggestion of communication between them and us. They seemed very remote and somehow unreal and I felt suddenly that it was like sitting in a theater and watching a movie of Miss Davis and a group of children. It was as impersonal as that.

I realized that the fault was mine and was the result of the blending of two facts: first, I had never before been in a demonstration class and I had to adjust to being an observer; second, I had once been in another kind of class

with Miss Davis and it had been a good experience to talk and think and work with her, and I missed it here. I didn't *like* being a silent thing in a chair pushed against a wall.

At the end of two days we had our first conference with Miss Davis and almost at once I was cured of my bemusement. She told us things about the children and she let us in on the plans they had been talking over so cozily. After that I felt as if the children were a little mine, too, and I relaxed. I knew it was going to be fun. It was.

The transition was complete the next day when, at the beginning, Miss Davis suggested to the children that it might be well to shift the activities of their schedule from week to week so that the people who came to watch them at work would be able to see them doing all the different things they did in the course of a day. Perhaps I imagined it but it seemed to me that the children looked in astonishment at us in the chairs and back at Miss Davis as if to say, "You mean they are real people? You mean they are alive?" I do believe before that they had accepted us vaguely as room furnishings along with the bookcases and cupboards and the pictures on the walls. One little boy went out of his way to pass in front of our chairs and say, "Excuse me, excuse me,"

eleven times as he walked past eleven chairs holding eleven contented observers. He was being friendly as well as polite. It has not mattered that he forgot us as soon as he accepted us, that he has continued to ignore us. The little boy's name is Waldron.

No, there is no direct line of communication between the teacher and the observers but I have discovered an indirect, a secret, an unlisted one that weaves in and out and around and under and straight through all those children. And over this fine and delicate and sensitive line the teacher is saying things to the observers. It is a kind of game to figure out what she wants us to hear because of course the children think she is talking only to them.

Once I had a telephone with a very long cord and I used to carry it about with me and leave it in odd places. Occasionally I would hear the telephone ringing and when I went to answer it I couldn't find it. But I would want to know the message it had for me and I would search until I found it.

I remember that old lost telephone as I search for the messages Miss Davis sends over this living line of communication. Here are some of the "messages" I have carried away with me from my summer school experience with an artist teacher. Some I have practiced in the past, but with trepidation, not being sure they were right. Some I had never considered until Miss Davis showed me their value. Some are intangible things that cannot easily be put on paper because they have to do with the way a teacher listens to a child with her whole self and the way she talks to him, trying to know and consider every part of him as she chooses her words; the way she is always her truest self and yet she is a different person to each child, just as

every child is to her different from every other child.

ABOUT POEMS

Today Miss Davis read the children some poems from *Very Young Verses*: "I Listen to the Whistles," "The Station," "Passenger Train," "Engine," "Train." They listened with a kind of subdued excitement. I could tell they were feeling the rhythms of the lines, enjoying the sounds of rhymes, anticipating the repetitions of certain words, and I could see that they were unconsciously saying some of the words to themselves. I could see in their faces that they were having a new sensation, a new feeling inside them as if something were humming softly or rocking back and forth like a little cradle. Whatever it was, they liked it.

The teacher saw it, too, and knew what to do with it. "Would someone like to show us how a train wheel moves?" All wanted to show but Lester wanted it most and the others ached with restraint while Lester was one of the wheels rolling slowly. Then all of the children were all of the wheels of a train rolling solemnly and ch-ch-ch-ing softly as though they were far away in a dark night.

"Would someone like to make a poem about a train?" Many did. The children who said "poems" said them quickly, in little gushings of words as though the words had already arranged themselves the way they wanted to be and were just waiting for little mouths to open and let them roll out. It was interesting, too, to see that the children did not want to change their "poems" when changes were suggested in one or two cases. It was as though each poem had made itself the way it was meant to be and the child who said it was only an instrument of expression, not a person who could change a poem.

Paul was like that:

I have a little train
That runs along a track;
And when I want it to stop
I push the button.

Ellen said, "You could say, 'Push the button back,' to rhyme with track."

Paul said "back" but his heart wasn't in it. For him the "poem" ended with the button, and so it remained as he wished it.

ABOUT ART AND LESTER

It is one of the general work periods and the children are scattered over the room engaged.

as individuals and groups, in a dozen different activities.

I notice how the room is coming alive with the paintings and drawings of the children. The glass doors of the cupboards where they keep their things are bright with pictures of people who work in the city. The columns in the room are decorated with children's conceptions of houses and trees and cars and planes.

I see a very impressive purple house painted by Sam. It has green windows and touches of orange and one sharp blue turret. I can't help thinking that Sam, who is noisy and has to be subdued several times a day, can be as loud as he likes with his painting. He shouts with his colors.

Miss Davis asks the children to look at a painting she holds.

"Whose is it? It has no name on it. I like it very much."

It is three rounded figures like snow people come alive. They are standing on a slanting line, on the bias, so to speak. There is an inch of blue sky across the top of the paper. A small, pale sun looks lost in the large expanse of white paper which is between the round people at the bottom and the thin sky at the top. And yet there is a jolly look to the picture.

"Whose is it?"

The children have stopped their work to look at the painting and finally Lester claims it.

"I like it very much, Lester. Wouldn't you like to finish it?"

"It is finished," Lester says firmly.

Miss Davis looks at the picture. "Oh, is it finished? Well, I like it."

Now, that. She doesn't say, "But, Lester, don't you remember what we said about filling in all of the space? That thin little blue line of sky isn't the way the sky is. And what about putting your name on your picture?"

Lester has gone happily back to his job at the workbench. He is happy that the teacher liked his picture and it is finished. It is like all the pictures he made in kindergarten and like the picture over there with all the trees and somebody's name on it. No, the tree picture has something all over it, like the teacher said, and a name, like she said.

Lester looks over at Miss Davis. She is putting his picture up on the wall anyway, his picture without the space filled in and without a name. And she didn't make him leave his work at the bench to work some more on a picture he had finished and left. Well, the next time he would

make a better picture and he wouldn't forget to fill in his space and put on his name.

I believe Lester's thinking went that way. I also believe Miss Davis knew his thinking would be like that. She has reason to feel that his next picture will be a better one.

SUSAN AND RHODA

Susan and Rhoda are sitting down to draw at a table by me. For some time I have watched them walking around the room holding hands. They often walk so, holding hands, not talking, just walking and holding hands. Then they will sit down and draw pictures as they are doing now.

Drawing is the thing that gives them most security. It is something they do at home, something they have done since their baby days, since they can remember. They have always had little boxes of crayons and fat coloring books at home. And they have crayons and paper at school. Drawing is a link with home, a link they are not ready to break. They are not far enough away from being babies at home to start being big girls at school. But soon they will be. Perhaps before this summer session ends they will find that they can build with blocks or play the music things or take turns at the workbench or do other things, and still feel safe. They will come to know that they can have fun at school and that home will be waiting for them after a while. And when they are at home they will begin to think with pleasure that school will be waiting tomorrow and then home and then school.

Susan and Rhoda were not friends until this class began. They did not know each other. And even now they do not know why they like to hold hands or why they like to walk and make their little pictures together. They do not know why they feel safe and happy together. Does anyone know?

ABOUT DISCIPLINE

This is one of the very good times. The two middle reading groups have brought their books to the front of the room. Miss Davis is with them. The members of the extreme groups, the beginners and the independents, will read tomorrow. Now they are at their tables drawing train pictures for a border. They are absorbed in their work, drawing, coloring, cutting. It is one of the magic times when you hear that very special sound, that soft buzzing sound that busy children make. It goes on for awhile.

Now the first rush of interest is waning. The train people begin to look at trains across

the table and down at the end. They begin to compare and comment. The magic is gone. The buzzing is now a chattering. Miss Davis asks everyone to listen for a minute. She says quietly, tactfully, "Some of you children do not know how very quiet you must be when people are reading."

"Some of them were yelling," yells Waldron.

Miss Davis goes on in a low voice for the benefit of all, but directing her words toward the little ones who might not be expected to know to be quiet.

"Some of them were even hollering," hollers Waldron, standing up noisily. His eyes are blinking with excitement and he looks ready to ask, "What shall we do about it, Miss Davis?"

No one is making noise now but Waldron and he has been noisy from the first. The children know this. Of course the teacher knows. And surely Waldron knows. The teacher's voice is low and very friendly. "Perhaps it would be well if you would walk quietly over to them and remind them to be quiet, Waldron."

There is no one to be reminded but Waldron. So Waldron blinks and sits down, instantly quiet. Later I see him tiptoe around the table and whisper to a child. It isn't really necessary. The soft buzzing sound has started again.

MARGARET

In this picture Margaret's dark chocolate-colored hand rests on the teacher's white arm as she listens raptly to a story. She has moved closer and closer to the words of the story, not knowing she was moving, until she is by the teacher, who is sitting on a little chair and holding a book and reading. Margaret's hand goes out and rests quietly on the teacher's arm. She is satisfied now. She is touching the story, holding it there with her hand.

ARITHMETIC

I like the way the children are made aware, all through the day, of the usefulness and importance of numbers, the way they are given opportunities for concrete number experiences, and the way they are encouraged to look for and recognize and use such opportunities, thereby growing steadily in their understandings of the principles of number.

Friday, the fifth, I observed an arithmetic activity. I was struck first by the bright colors in the picture the group made and second by the absorption of the children in their circle on the floor. Before each child was a sheet of colored paper and on the sheet were six small blocks. Charles was counting blocks by 2's.

He counted the blocks of three children. Other children counted by 2's and 3's.

They played many "stories" with the blocks, such as: (1) Put one block on the paper. Put on enough more to make four. (2) Put on two. How many more do you need to make five? (3) Put two on one side and the rest on the other side. Which group is bigger?

The children enjoyed the concreteness of the experience, seeing and touching and knowing.

A GRACE NOTE

I wonder what will happen to Grace. She is like a thin, brown, jointed doll, made of some hard but delicate material like glass, and strung together on fine wires. She feels everything with intensity. She is very shy. She seldom volunteers. She wants to volunteer, she wants to raise her hand, but her hand trembles on her lap and won't go up. She waits to be asked. She waits very patiently to be asked, to be called on, to be chosen for something, for someone to take her hand in a game. She waits and hopes to be called on by the teacher and she fears that she won't, and she fears a little that she will. She holds herself tautly as if pushing against a small persistent breeze that no one else can feel. She almost always says the right thing and does the right way when called on, and her big eyes blink with her pride. Then she seems to remember the fear she had felt, but it isn't as big as it was before she answered right and the teacher smiled at her, so she puffs out her cheeks as if to blow it away, as if it were a little feather.

I wonder what will happen to Grace.

A RESTING PICTURE

This is a rest-time picture. The children have almost settled down and the settling sounds are dying away. Jo Ann has backed up to the teacher with her hand on a loosened black pigtail and the teacher is braiding it for her as she watches the children relax and become still. Now the pigtail is finished; it curls back on itself and stays without being tied. Jo Ann is lying on her mat and the teacher is at the piano playing.

When the music stops another sound is audible. It is the sound of a giggle. It is the one sound in the large room. No one moves or gives it any recognition. The teacher begins to play another soft little piece, but only a few notes. The giggle starts and stops and starts again. It comes from Don.

Miss Davis leaves the piano and comes toward him. Don's face is down and his nose is pressed

to the floor and his arms are up around his head. But his eyes look out at the teacher's feet as they come toward him. The feet stop close to his face and he swallows the last broken giggle and waits. She pulls a little chair close and sits by him. There is no sound in the room. Now she touches his hand and lowers it until it rests by his side. She touches his other hand and it slips down to his side. She turns his head a little and his body turns and he is in a comfortable position now. He looks very, very quiet and just a little bit surprised. There is no sound, not even the sound of soft music. In a little while the teacher asks, "Do you want to sit up on your rugs now?"

CHARLES

Charles is the server at table one. He places five paper towels on the table at careful intervals. On each one he places a folded one for a napkin. In the middle of each towel-mat he puts a cracker. He stands back to see if each service looks like each other one. While he is facing his table I notice the patch on the back of his pants. It is delicate and dainty like Charles. It is the shape of a wide V and is suggestive of the way he would draw the picture of a bird in flight.

Satisfied with the way the table looks he takes his tray back to the desk for the juice. Soon he returns, balancing his tray of V-8-filled paper cups with labored precision. When the cups are safe by the crackers he gives the table another appraising look to see that everything is perfect. Only then does the tenseness go out of him. Charles is a very solemn server and a very good one.

Later, as I go up the stairs, Charles and his mother are ahead of me and she is treating him as if he were a baby, wanting to tie his shoes for him.

LEONARD AND THE TEACHER'S NAME

I like the way Leonard calls, "Miss Da-a-vis" in his choir-boy, falsetto kind of voice, squeezing and straining the long "a" sound through his big new teeth. It has a high, sad, wraithy quality, and I think of a little boy caught in some deep trouble. I see him clinging to the sharp edge of a cliff and he doesn't know how he got there and he doesn't know how to get down, so he calls to Miss Davis because he knows she will help him. Of course what Leonard usually wants is to show Miss Davis how he can go like a train bell or ask her please to make the carpenter's drill work better, but I go on seeing him on the high cliff.

Today there was an unusual amount of "Miss Davis-ing" and some of the quieter children were conscious of it. Ruth Ellen, who sat near me stolidly lacing her brown paper rest mat with orange yarn, looked at me with amusement in her eyes. "Miss Davis—Miss Davis—Miss Davis," she chanted. "I'd think she would get tired hearing that, wouldn't you?"

"Oh, a teacher gets used to it," I said. And a teacher likes it, I thought. And she can hear it even after the children have gone or when she herself is in another place or at another time. She can hear the sound of her name, the sound of someone wanting her, like a soft reminding whisper.

WALDRON'S BIRTHDAY

It is Waldron's birthday. I believe he has asked the teacher if the children will sing "Happy Birthday" to him. There is some sort of understanding between them. Several times he has run to her to ask about it. Now, while they are at the table, she asks Waldron to come and stand by her. He didn't quite expect to stand up there by the teacher with all the other children sitting at the tables, and when they begin to sing the song to him his face is frozen with the solemnity of it. He stares straight ahead, past the children, past the doll house, over the city of blocks, to the wall at the end of the room. His face doesn't look like Waldron's face. It has a flat, bleak look. I wonder if he is going to cry and I decide that if he does, I will too. But just then he looks up at Miss Davis to see how she is taking it. She smiles at him and gives him a little pat. So Waldron smiles a Waldron-smile. And life goes on.

A passing thought. Wouldn't it be wonderful if the observers in this class could, by some magic blend of desire and determination and inspiration, turn into primary teachers like Miss Davis? Wouldn't it be wonderful if all thirty-three of them could go out in their thirty-three directions and teach some nine hundred children next year and as many more the next and the next to learn to live for themselves and for other people the way Leonard and Frankie and Sharon and Nickey and Christena and the others are learning this summer in Education 5145.

**Editorial
Board Meeting**

THE MEMBERS OF THE
Board of Editors of
CHILDHOOD EDUCATION
will meet in Atlantic

City on Monday, March 3—the first board meeting for a number of years. During the war, planning for the magazine was carried on by correspondence and personal visits whenever possible. The chairman and the editor have missed the stimulation of regular meetings with members of the board and look forward to this first postwar meeting with a great deal of interest and enthusiasm. Preliminary plans for 1947-48 issues of the magazine will be discussed, based upon the tentative outline of content prepared by the chairman and editor at their conference in New York City the first week in January.

A.C.E. Abroad

A RECENT LETTER
from Mildred English
contains this very interesting news note:

"Four A.C.E. members now working in occupied Germany, U. S. Zone, met for supper recently to discuss A.C.E. work and material and to share news from Stateside. In the group were: Edith Osswald, who is teaching first grade at the Thomas A. Roberts School, Berlin, and belongs to A.C.E. branches at Teachers College, Columbia University, and at Oberlin, Ohio; Rena Junkins, third grade teacher at the Roberts School and a member of the A.C.E. branch at Georgia State College for Women at Milledgeville; Agnes Snyder of Bank Street Schools, New York City, a member of the Board of Editors of CHILDHOOD EDUCATION; and Mildred English, Georgia State College for Women.

"Miss Osswald and Miss Junkins are teaching in the school for American dependents. There are about two hundred children in the school which includes grade one through high school. Children in the school come from America for the most part. There are, however, children from some of the Allied missions, namely China, Denmark, England, Austria, France. There are German teachers assigned to the school also and the children have regular lessons in German daily. Even first grade children are studying German. For children who speak German, special classes in English are given.

"Miss Snyder and Miss English are working with the Education Branch of the Military Government. Miss Snyder has been working with the teacher training institutions of the

Across the

U. S. Zone. Miss English is occupied with matters having to do with elementary and secondary education and with textbooks, spending most of her time at headquarters but attending meetings of German and U. S. personnel in the Zone.

"It is the hope of this small group that a branch of A.C.E. may be formed in Berlin with German and Allied representatives interested in the welfare of young children."

In concluding her letter, Miss English states that "German teachers have been so long out of touch with the world that they are eager to know what is going on elsewhere and we like to meet with them and pass on to them our magazines." We shall ask these four members of A.C.E. to let us know what they and the German teachers would like to have published in next year's issues of CHILDHOOD EDUCATION.

**Teacher
Recruitment**

THERE PERHAPS IS NO
greater need in America
today than the need for
good teachers. Finding

them has become a national problem and one that causes deep concern wherever thoughtful people meet. Across the editor's desk has come a note of commendation sent to one person who works diligently to encourage competent teachers to stay in their profession and suggestive to many more of us to go and do likewise else we sabotage our own profession:

"I want to take this occasion to express to you my deep appreciation of the effort you made in persuading Miss Smith to return to teaching. Miss Smith is working in our first grade. Her attitude toward children, toward the student teachers, and toward her co-workers is such as to mark her a leader among both children and adults. It is a joy to see her at work. She may become discouraged because she is working under great handicaps in our school. Nevertheless, I believe that we can save her for teaching. We need her kind sorely." (Signed by an associate professor of education and elementary supervisor in a midwestern college.)

A national campaign of recruitment may bring in some new cohorts, but the real recruitment is done by the teacher who loves her job and tells someone else she does and why.

Editor's Desk

Anyone May Order Reprints

A MEMBER OF THE Board of Editors has suggested that we call to the attention of our readers the fact that anyone may order reprints of any article published in CHILDHOOD EDUCATION. The privilege of ordering reprints is not confined to the authors of articles. However, reprints tend to be expensive unless ordered in lots of one hundred or more, so for the small order it is less expensive to order the magazine.

Reprints should be ordered directly from the printer—The Graphic Arts Press, 914 Twentieth Street Northwest, Washington 6, D. C., before the fifteenth of the month of issue. Orders for extra copies of the magazine should be sent to the Association for Childhood Education, 1201 Sixteenth Street Northwest, Washington 6, D. C.

Take a Tip

From the Rome(ana)

KATHERINE V. BOWEN, president of the Rome, New York, A.C.E., in a recent letter to the editor tells of a most successful and significant cooperative venture with the manager of the local theater.

The A.C.E. program committee called upon Joseph Kallet, manager of a Rome theater, and stated that parent education was a part of their yearly program and that "we would like to further this purpose by use of a movie short in the theater."

"That can be arranged. When do you want it?" asked Mr. Kallet.

Overwhelmed at his spontaneous answer, the committee answered meekly, "January."

"What dates?" questioned Mr. Kallet.

"Would January 14 to 18 be satisfactory to you?"

It would, and so the movie was arranged for those dates. The committee told Mr. Kallet that a paid ad would be run in the newspaper to stimulate interest in the short. Again, they were pleased by his generosity in saying that he would advertise the movie in the theater news. As a climax he said, "We are completing arrangements for a broadcast next week. If you will write a short story about A.C.E. we will put it on the air for you." All this cooperation in less than fifteen minutes time.

Mr. Kallet, reports Miss Bowen, has been in the theater business for thirty-two years and is one of Rome's public spirited citizens. For many years he has hired high school boys and girls as ushers and has taken a keen interest in their welfare. He has always been generous of his time and has given his theater freely to civic organizations for worth-while purposes. "Would that there were more Joseph Kallets . . . and why don't other city theater managers cooperate and 'do as the Romans do'?" concludes Miss Bowen.

Perhaps they will, if asked.

Map of India

IF YOU WISH AN informative and "different" map, write to the Friendship Press, 156 Fifth Avenue, New York 10, New York, for a copy of a new map of India. It is illustrated with drawings showing costumes and head-dresses, products and resources, animals and people. It shows that oil and rice come from the same region while cashew nuts and gold are neighbors in the south. Facts of history, geography, sociology, politics and religion are revealed in a glance at this fifty-cent map.

More Help For Parents

CATHERINE STEVENS, kindergarten teacher in the Hibberd School, Richmond, Indiana, has sent us a copy of the bulletin *Starting to School* prepared by the Richmond kindergarten teachers as a guide for parents of beginners in the public schools. The bulletin deals with such matters as registration; health; the importance, work and place of the kindergarten in the elementary school; helpful suggestions to parents; observing and reporting the child's progress; readiness for first grade, and a book list of suggested reading. One page of line drawings gives a quick picture of what children do in kindergarten. Copies of the bulletin may be obtained from the office of the superintendent, O. M. Swihart.

Kodachrome Slides Become International

THE MARCH 1946 ISSUE of CHILDHOOD EDUCATION contained an article "When Teachers Interpret Their Schools to the Public" prepared by Philip Wardner. This article told how the teachers in the Garden City, New York, public schools produced a set of kodachrome slides which they called "Living and Learning in the Garden City Schools."

Lucile Allard, elementary supervisor, reports that the demand for these slides and the accompanying script has been so great that they were turned over to a commercial company for production. They are now available for sale or rent, with scripts in French, German and Spanish. The slides come in two sets: Box I with ninety slides about the elementary school, and Box II with ninety-three slides about the high school. They are boxed for foreign shipment and some of them have been given or loaned to foreign schools or governments.

Visual Teaching Materials

USE OF AUDIO VISUAL materials during the war has stimulated the manufacture, development, compilation and assembly of many kits, units, chests, et al, of these materials for use by teachers and children at school. Some of them are good, and some of them are very bad. Even the good materials may be unwisely used with children and become mere devices or crutches to superficial learnings, to say nothing of developing completely erroneous concepts and attitudes, depending, of course, upon how they are used with children and what happens to the children as a result.

Some time ago a kit of visual teaching aids on South America was received in the Association office with a request from the manufacturer for an evaluation. The kit contained five 35-mm. films, six charts, a diorama, two adhesive symbol sets of eighty-eight symbols each, an outline map of South America showing political boundaries and river systems, a set of thirty-six photographs on South America and a teachers' guide. The kit was submitted to a Washington, D. C., committee composed of classroom teachers, specialists in art, and social science teachers, with Muriel Crosby as chairman. This is the committee's report:

1. Film strips, charts, outline map and pictures, when used with the very detailed informational material included in the teachers' guide, provide an integrated group of source materials which should be helpful in studying South America.

2. The diorama and the symbols are undesirable. Their mechanical nature does not provide opportunities for children to express themselves creatively. Particularly negative reactions to the diorama were expressed with the suggestion that if the diorama was to be included the scene should be beautifully executed

in color to convey a true impression of the land depicted. Having children color commercial outline pictures is generally frowned upon.

3. The teachers' guide is an excellent teaching tool providing broad informational material.

4. The elimination from film strips and pictures of descriptive captions which might discourage the development of skills in picture and map reading was commended.

5. It was generally felt that the geographical concepts expressed were sound, although the use of the term "torrid zone" was criticized. The general trend is to use the terms low, medium and high latitudes as being more meaningful than the older zone categories.

6. It was agreed that the kit has value, that it is essentially sound, and that it is superior to many kits of this nature which have been developed in the past.

A copy of the committee's report was sent to Foley and Edmunds, makers of the kit. Mr. Edmunds replied as follows:

"Thank you for your letter enclosing a copy of your committee's evaluation. We are always glad to see reviews and also like to be identified with them no matter what the report is.

"The diorama seems to be the most controversial item in our kits. . . . We believe the diorama gives children the opportunity to demonstrate their creative abilities. Using the same 'stage' . . . they might create a Belgian Congo scene or any other that might utilize the general background pictured; or they can create an entirely new scene complete, using the proportionate scale of this one as a guide. Any figure can be moved from side to side without changing scale but becomes out of proportion in moving from front to back. While we can see your point in objecting to the coloring of commercial outlines in general, there are other points involved here—the coloring for depth and for lighting as are involved in show window displays.

"This is the first time we have seen any adverse criticism of our symbol sets. They are for use with the blank map to test the children's knowledge as to where the various products are produced and for the making of graphs as to comparative production of one country with another.

"As to visual materials in general, we would like to see more said of the pros and cons of the use of materials such as ours and their place in teaching as compared to the use of moving picture films."

Books FOR TEACHERS . . .

THE IMPROVEMENT OF TEACHER EDUCATION. *A Final Report of the Commission on Teacher Education.* Washington, D. C.: American Council on Education. Pp. 283. \$2.

A summary report of the work done and the results achieved by the Commission on Teacher Education in the National Cooperative Study from its beginning in 1938 to its dissolution in 1946. An idea of the scope of the Commission's work may be gained by stating that the participants included twenty institutions of higher learning, fourteen school systems, and ten states.

Chapter I, "The Commission and Its Work," gives the history of the Commission and a general outline of its method of attack on the problems of teacher education. There is also brief treatment of how the Commission planned its work and determined which problems were most in need of solution.

Chapter II, "Improving the Preparation of Teachers," is devoted to the part played by the Commission in bringing about improvement in the pre-service education of teachers in the cooperating colleges and universities. Some of the "points of attack" were student personnel and guidance, selection and recruitment, placement and follow-up, general education, child growth and development, social understanding, creative expression, direct experience, larger instructional units, student participation, student teaching, time allocations in teacher education, evaluation and five-year programs. Not all the points of attack were considered by every cooperating institution. Each institution was encouraged to choose the problems on which it would work.

Chapter III, "The Improvement of Teaching in Service," is concerned with the part played by the Commission in the improvement of in-service teaching in the participating school systems. Techniques employed were "study groups during the school year; use of outside consultants; workshops—setup and administration; workshops—other aspects, other techniques. . . ."

Chapter IV, "A Summing Up," states in brief compass the significance of teacher education, its status by the mid-thirties, what the Com-

mission stood for and, finally, some leading issues and promising trends.

No one can read this ably written book without being conscious that the major issues in teacher education were sought out and courageously faced by the cooperating units under the guidance and encouragement of the Commission. The National Cooperative Study has set a pattern for future studies. The Commission very sensibly did not attempt any research. It tried to use and put into effect what is already known. It was thus able to reduce somewhat the "lag" so commonly found between research findings and actual practice. No doubt a considerable proportion of the results achieved will constitute a permanent acquisition by the units concerned. There will be and probably has been some backsliding due to apathy, administrative opposition and other causes. But these losses will be more than made up by the lessons learned by other teacher education agencies throughout the country.

This reviewer was greatly impressed by the stress on democracy and democratic methods throughout the book. The Commission allowed each unit to choose its own areas upon which to work. The Commission constantly favored the participation of all members of every group in making the decisions which affected them. College students should participate in the guidance-counseling process; teachers should participate in curriculum building and in the administration of the school system; supervisors should consider themselves resource people instead of know-all pedants ready to impart to teachers the one way to teach. Near sublimity is reached on pages 256-257 in such statements as follow: "It (the Commission) accepted the idea that freedom is the proper state for men to live in, and that popular government offers the best guarantee that that state will be approximated. . . . It saw freedom as something that must be realized in a social context. . . . Either they (men) must learn to cooperate more effectively, to employ their political powers and institutions more affirmatively, or they must expect some tyrant . . . to manage . . . civilization for them. The third alternative is chaos. . . . The

necessity is to play; the need is so to plan as to magnify, not restrict, freedom."

The influence of the National Cooperative Study will be felt in teacher education for a long time to come.—*Manley M. Ellis, Head, Department of Education, Western Michigan College of Education, Kalamazoo.*

DEMOCRATIC HUMAN RELATIONS. *The Sixteenth Yearbook of the National Council for the Social Studies, a Department of the National Education Association. Hilda Taba and William Van Til, editors, with the editorial collaboration of Stanley E. Dimond, Clarence I. Chatto, and Wilbur F. Murra. Other contributors are Allison Davis, H. H. Giles, and Wanda Robertson. Washington 6, D. C.: The Council, 1201 16th Street, N.W. Pp. 366. \$2.*

Democratic Human Relations deals realistically with promising practices in intergroup and intercultural education in the area of the social studies. Emphasis throughout the book is upon experiences in living democratically as opposed to mere academic presentation and discussion of problems. The contents of the book are pointed to the idea that a program of good education for intercultural relations must be an integral part of the whole school program. Emphasis is upon similarities among people of various nationalities, creeds, and colors. In upper elementary and high school groups differences among peoples should be studied with emphasis upon respect for these differences. A warning is given to those who would develop wholesome understanding among peoples of different cultural backgrounds. It is recommended that students become acquainted with those who are of the same economic and cultural level in order to avoid giving the impression that minority groups are poorer groups.

The book is divided into three parts. The first part deals with the purposes of intergroup and intercultural relations, some curriculum problems which might arise in organizing a program, and the planning of learning activities for instructors and students. The next section presents suggestions for the improvement of practices in intercultural relations through stress on human relationships in presenting the aims, content, and activities of the standard courses in social studies. The last chapter of section two presents the need for effective guidance throughout all school activities which will aid the pupil to appreciate people of all races and

creeds as individuals. The last section deals with the acculturation of ethnic and lower class groups, a very comprehensive list of source material for teachers and for pupils, and an evaluation by the editors of the materials presented in the book.

The book is rich with detailed accounts of activities which have been found to be successful in schools in various parts of the nation. They are specific, practical, and adaptable to curricula in other communities. The large majority of suggested practices are for use in early elementary grades and in the areas of geography, history, and civics. Few descriptions of effective practices in sociology are given. There is no over-all developmental program of suggested practices for early elementary through high school presented since the needs of a community to build democratic human relations is determined by the understandings and prejudices of its individual members.

The chapter devoted to "Education of Ethnic and Lower Class Groups" strikes at the basis of many community and school problems. A challenge is issued to leaders in education to face their responsibilities toward the underprivileged child in helping him to improve his community.

The book presents the fact that education for intercultural understanding requires a long view and that the program to be successful cannot be carried on spasmodically. The suggestions for activities and bibliography of recent materials will be of help to those who are striving for more democratic practices in their communities.—*Amelia Traenkenschub, Director of Curriculum, Rock Island Public Schools, Rock Island, Illinois.*

FIFTEEN TUNES FOR FRIDAYS. *By Mary Jarman Nelson, with pictures by Stella May Da Costa. New York: Creative Music Publishers, \$1.*

Fifteen Tunes for Fridays is arranged especially for the piano teacher whose pupils come to her studio once a week. The author makes it very clear that she hopes her comments will be used merely as suggestions to stimulate creative work with children. There is a certain sprightliness and humor about the book and some of the tunes that would amuse children. The piano teacher would probably find it useful as one of those extra books that would stimulate fresh interest in the child. The illustrations are gay and amusing.—*Emma Dickson Sheehy, Horace Mann-Lincoln School, N. Y.*

THE MEASUREMENT OF UNDERSTANDING: Part I, Forty-fifth Yearbook of The National Society for the Study of Education, edited by Nelson B. Henley and prepared by the Society's Committee. Chicago: University of Chicago Press. Pp. 330.

This yearbook has been prepared for the classroom teacher and its purpose is "to make available to the teacher some of the better devices and procedures which have been developed to measure understandings—to make them available as models or patterns which he can alter and adapt to his own needs." The ultimate purpose of the yearbook is the improvement of classroom instruction; the immediate purpose, the improvement of evaluation.

Section I deals with the importance of teaching for understanding, the nature of understanding, and obtaining evidence of understanding, while Section II is concerned with the more practical procedures of measuring understanding in different school subjects; social studies, science, mathematics, language arts, fine arts, health education and physical education, home economics, agriculture and industrial arts. Time and space limitations have made it impractical to present all the subject matter fields.

The chapters in Section II have been prepared by the cooperation of specialists in the subject matter areas working with specialists in the testing field. Each chapter contains concrete suggestions which illustrate the measurement of understanding, a type of measurement which has been so much neglected in the instructional program. Schools are urged to evaluate not only factual knowledge, important in its own right, but also understanding and meaningful learnings in general. The measurement program has direct effect upon instructional practices, and if these effects are to be beneficial, teachers and administrators will do well to study the suggestions and implications presented in this book.—*Edgar M. Draper, Professor of Secondary Education and Curriculum, and Alice H. Hayden, Associate Professor of Educational Research, University of Washington, Seattle.*

TREASURE FOR THE TAKING. By Anne Thaxter Eaton. New York: Viking Press. Pp. 248. \$2.50.

This comprehensive book list for boys and girls acts as a basic supplement to Miss Eaton's *Reading With Children*. Organized under seventy-seven categories, it covers many diverse fields of human interest with leeway for an

individual child's approach to each and on a wide range of reading levels. *Treasure for the Taking* reaches from ancient civilization to man's most recent scientific discoveries; from picture books to novels of yesterday and today; from tall tales to personal records; from talking beasts to wild animals and pets; from the hobbies of children to art, architecture, and the makers of music; and from nearby to all quarters of the globe.

Following many of its categories is a clearly written commentary concerning them and after each title is a well-balanced description of its book. To quote from its foreword, Miss Eaton writes: "Child and adult working together and in sympathy can choose a better book for the child's reading than either one can choose alone." Her years of working with children at Lincoln School, Teachers College, Columbia University, have given her the privilege of both knowing and loving children. That she knows and loves books is evidenced by the wide knowledge and fine perspective with which she reviews them for *The New York Times*. *Treasure for the Taking*, a book list for girls and boys, is aptly named.—*Mary L. Morse, Chairman, A.C.E. Literature Committee, Chicago, Illinois.*

COMMUNITY LIVING AND THE ELEMENTARY SCHOOL. Edited by Robert W. Eaves and others. Twenty-fourth Yearbook of the Department of Elementary School Principals. Washington 6, D. C.: National Education Association, 1201 Sixteenth Street, N. W. Pp. 351. \$2.

This presentation of the improvement of learning through the community approach to "educational planning" will be appreciated by all educators who realize that the school must be a participating agent in social action. The philosophy underlying this point of view is succinctly set forth in Part One.

The major portion of this Yearbook is devoted to practical reports: (1) of the use of community resources in enriching the school program; (2) of school practices which have established good relationships with the community; and (3) of ways in which schools have met the responsibility of new needs in the community.

The democratic procedure used in preparing this yearbook has resulted in a presentation of school practices in widely separated sections of the country.—*Hannah M. Lindahl, supervisor of elementary education, Mishawaka, Indiana.*

Books FOR CHILDREN . . .

MRS. MALLARD'S DUCKLINGS. By *Clelia Delafield*. Illustrated by *Leonard Weisgard*. New York: Lothrop, Lee and Shepard Company. Unpaged. \$2.

It is the pictures rather than the text which make this an interesting book for children from five to nine. The brilliant end sheets and ten richly colored full-page illustrations portray the life of a mallard duck from the time the male and female begin looking for a place to build a nest until the family, in spite of dangers, fly quacking away to the Southland.

TOBIAS. Story and pictures by *Barbara Briggs*. New York: Alfred A. Knopf. Unpaged. \$1.50.

Little children will enjoy this story of a small tiger who felt that he was big enough to go hunting with his father. When his daddy would not grant his request, Tobias ventured into the jungle all by himself where he had varied and sundry experiences which frightened him greatly. Finally, tired, hungry and lost, his father finds him and takes him home where he receives a loving welcome from his family.

MARTA THE DOLL. By *Eloise Lowmsbery*. Illustrated by *Marya Werten*. New York: Longmans, Green and Company. Pp. 118. \$2.

Every child wants a doll but few want one so badly as Marta, a little Polish girl. Her sister bought her one and she became a real little mother to it. But alas, she went coasting in the first snowstorm and lost her doll. However, she had childish faith that it would return and it did, for Christmas. This story portrays the tragedy and faith of the Polish people in a very subtle, poignant manner that will appeal to girls from eight to twelve.

BLUE RIDGE BILLY. Written and illustrated by *Lois Lenski*. Philadelphia: J. B. Lippincott and Company. Pp. 203. \$2.50.

Ashe County, North Carolina, in the heart of the Blue Ridge Mountains, is the setting for another of Lois Lenski's regional stories. Again the author-illustrator is attempting to portray a section of our country through a very human approach. Her foreword packed full of wisdom

and guidance should be read and re-read by every teacher who wishes to promote understanding. As she says, "If these books should help only a few children to see beyond the rim of their own world and gain that 'ultimate wisdom' I shall be rewarded." Surely Billy, Pappy, Sarey Sue, Uncle Posey and the rest will help to achieve this end as this most attractive book is read by boys and girls from eight to twelve.

IMPS AND ANGELS. By *Jane Gilbert*. Illustrated by *Nedda Walker*. New York: E. P. Dutton and Company, Inc. Pp. 179. \$2.

Turning back the pages of history to 1272, boys of today will find the boys of yesterday much like themselves in many respects. Adventure, mystery and history are all well portrayed through this story of Hugh to whom his grandfather told a secret, and of Edward, his friend. It is high time that boys and girls of our era understood the devotion whole families gave to the building of great cathedrals, of work well done, and of the joy that comes with the well doing. They will read on and on to find out whether Hugh followed his family's trade of stone carving or succumbed to the fascination of the stained glass workers. Teamwork of the finest kind is well brought out in this most unusual tale.

CHINA'S STORY. By *Enid La Monte Meadowcroft*. Illustrated by *Dong Kingman, Weda Yap, and Georgia Helms*. New York: Thomas Y. Crowell Company. Pp. 92. \$2.

Children of the middle and upper grades will find this of real help in understanding China, a country with one-fifth of all the people in the world. It points out the similarities between the United States and China. It tells about the food, dress, work and customs of rich and poor. China's history from the time of Marco Polo to the present unfolds as a continuous struggle toward becoming a free, democratic, united people. The black and white pictures and line maps do much to interpret the well-written text. A readable, workable addition to the many books about this vital, awakening land.

Bulletins AND PAMPHLETS . . .

Curriculum and Child Guidance

A GUIDE TO CURRICULUM IMPROVEMENT. Prepared by the Junior High School Curriculum Planning Committee. *Curriculum Bulletin* 1945-46, No. 2. Brooklyn 2, New York: Board of Education of the City of New York, 110 Livingston Street. Pp. 63. Price not given.

This bulletin is the outcome of the cooperative effort by assistant superintendents, principals and teachers to make changes in the curriculum and classroom methodology in New York City's junior high schools "in accordance with the best modern educational thought."

Suggestions for curriculum improvement, as given in the bulletin, are related to the following objectives: health, exploration, sound thinking, knowledge and skills, appreciation and expression, social relationships, and economic relationships.—*Hannah M. Lindahl, Supervisor of Elementary Education, Mishawaka, Indiana.*

MUSIC IN THE ELEMENTARY SCHOOL.

Prepared under the direction of George H. Gartlan. *Curriculum Bulletin* 1945-46, No. 3. Brooklyn 2, New York: Board of Education of the City of New York, 110 Livingston Street. Pp. 105. No price given.

This manual of music activities for kindergarten through the sixth school year should be in every elementary music teacher's professional library. Practical in tone, specific in suggestions, each grade level contains information and material on singing experiences, listening experiences, creative experiences and evidences of growth.

In addition there are many suggestions for related activities, what to do with out-of-tune singers, methods of teaching new rhythmic figures, bodily responses to music, and building readiness for part-singing. A valuable part of the manual is the comprehensive bibliography listing songs, textbooks, records and professional material.—*Katharine Koch, Reading Teacher, Phillips School, Mishawaka, Indiana.*

OUTDOOR EDUCATION. *Teachers' Number.* Cornell Rural School Leaflet. Volume 40, No. 1. Prepared by E. Laurence Palmer.

Ithaca: New York State College of Agriculture at Cornell University. Pp. 63. No price given.

Based upon the recognition that the great outdoor world offers many neglected educational opportunities, this interesting bulletin suggests a large number of guided out-of-school activities. Mindful that the best training for citizenship is directed toward self-responsibility, the programs are designed to guide the activities of small groups with or without adult leadership.

Graded activities appropriate to different abilities of children on different age levels are given for such topics as living with fish, cold blooded animals, mammals, birds, invertebrates, plants, microorganisms and the physical terrain. Problems of getting from place to place, of time, light, heat, hunger and thirst, keeping moist or dry are covered. Science teachers will find excellent practical material and guidance in this bulletin.—*K. K.*

HOW TO BUILD A UNIT OF WORK. By Ruth G. Strickland. *Bulletin* 1946, No. 5. Federal Security Agency, U. S. Office of Education. Washington 25, D. C.: Superintendent of Documents, U. S. Government Printing Office. Pp. 48. Fifteen cents.

This practical bulletin will be of inestimable help to teachers who need specific suggestions on how to plan and carry out units of work. Detailed descriptions of units of work for younger children, for middle school children, and for older boys and girls are given. Included in the discussion of adaptations and variations in units of work are general objectives, excursions and other activities, content and integrations of subjects, evaluation, and bibliographies.—*H. M. L.*

TEACHER! ARE THESE YOUR CHILDREN? Board of Education of the City of New York. Brooklyn 2: The Board, 110 Livingston Street. Pp. 45. Price not given.

One of the elementary schools in New York City and one of the Bank Street Schools cooperated in a project which had as one of its purposes "to produce written and printed ma-

terials that would describe and bring to life the problems of teaching children in our changing classrooms." *Teacher! Are These Your Children?* is one of the first outcomes of that aim.

Classroom scenes in the kindergarten, in the first grade, and in the second grade are described in the bulletin. They are typical of classroom situations that may arise in almost any school. The reports of how situations were capably met and how children were helped to make desirable growth in behavior will be of definite help to teachers everywhere.—H. M. L.

Health and Safety

HEALTH AND PHYSICAL FITNESS FOR ALL AMERICAN CHILDREN AND YOUTH. Prepared by the Educational Policies Commission and the American Association for Health, Physical Education and Recreation. Washington 6, D. C.: The National Education Association. Pp. 16. Ten cents.

The need in today's world for health and physical fitness, and the school's responsibility for providing a program that will help to meet that need are discussed in this pamphlet. Specific health services which the school can render through guidance, education, and recreation are suggested for inclusion in the school program.—H. M. L.

MAKING HEALTH VISIBLE. By the Board of Trustees of the Cleveland Health Museum. Cleveland, Ohio: The Health Museum. Pp. 32. No price given.

How a health museum was started and how it grew into an effective medium for "replacing ignorance and superstition with truths" is interestingly related in this informal report.—H. M. L.

FACTS ABOUT CHILD HEALTH. Prepared by the U. S. Department of Labor, Children's Bureau Publication No. 294. Washington 25, D. C.: Superintendent of Documents, U. S. Government Printing Office. Pp. 30. Ten cents.

In this publication of the Children's Bureau will be found information on maternal and child health services in the United States, as well as recommendations of the Steering Committee on Health Services. The bulletin clearly points out that the building of good health in

our nation is dependent upon planning that is based on facts.—H. M. L.

A CURRICULUM GUIDE TO FIRE SAFETY. Prepared by Helen K. Mackintosh. Bulletin 1946. No. 8. Federal Security Agency, U. S. Office of Education. Washington 25, D. C.: Superintendent of Documents, U. S. Government Printing Office. Pp. 31. Ten cents.

This bulletin portrays what can be done to help children in the elementary schools to acquire information, attitudes and skills relating to the prevention and control of fires. The need for including education in fire safety as an integral part of the curriculum is clearly set forth. What to teach about fire safety and how to teach it are also discussed.—H. M. L.

SAFETY EDUCATION FOR TEACHERS. Prepared by the Subcommittee on Safety Education of the American Association of Teachers Colleges, and National Commission on Safety Education. Part I. Washington 6, D. C.: National Education Association, 1201 Sixteenth Street, N. W. Pp. 62. Thirty cents.

One purpose in publishing this bulletin was to help college administrators in establishing programs for preparing teachers to teach safety. Inasmuch as it is an acknowledged fact that most accidents are preventable and that many could be eliminated through more effective teaching of safety in the schools, this bulletin will be of practical assistance to those administrators charged with the responsibility of planning a program to help meet social needs.—H. M. L.

SAFELY TO SCHOOL. Prepared by Joint Safety Committee of National Commission on Safety Education and National Congress of Parents and Teachers. Washington 6, D. C.: National Education Association, 1201 Sixteenth Street, N. W. Pp. 12. Free.

The need for cooperation between parents and school personnel in preventing accidents to children on the way to and from school is emphasized in this pamphlet. Responsibility of the community for the children's safety is also stressed. But the child himself must cooperate and must assume responsibility, for as the bulletin states, "Core of the safety problem is the child himself."—H. M. L.

News HERE AND THERE . . .

New A. C. E. Branches

Tulare County Association for Childhood Education, California
Southern Pinellas Association for Childhood Education, Florida
Rome Association for Childhood Education, New York
Rowan County Association for Childhood Education, North Carolina
Otterbein Association for Childhood Education, West-erville, Ohio
Oak Ridge Association for Childhood Education, Tennessee
Sullivan County Association for Childhood Education, Tennessee
Pasadena Association for Childhood Education, Texas
Kanawha County Association for Childhood Education, West Virginia

Reinstated:

Douglas County Association for Childhood Education, Oregon

Change

Elizabeth Lee Vincent, from Merrill-Palmer School, Detroit, Michigan, to dean of the New York State College of Home Economics, Cornell University, Ithaca, New York.

A.C.E. Publications

Two recent general service bulletins of the Association for Childhood Education are *Better School Homes for Children* and *Portfolio for Intermediate Teachers*. The former is a reprint of articles from 1945-46 issues of CHILDHOOD EDUCATION with the addition of one article from *School Housing Needs of Young Children*, a 1939 A.C.E. bulletin. The cost of the twenty-four page publication is twenty-five cents.

Portfolio for Intermediate Teachers is a series of four-page leaflets which deal with subjects in the intermediate field. Among the twelve topics are: What to Expect of the Nines to Twelves, A Good Day at School for the Nines to Twelves, Records and Reports, Intermediate School Grouping, Skill in Reading, Reasoning in Arithmetic, What Science Does for the Child. The cost of the portfolio is fifty cents.

For the past ten years the Association has received repeated requests from intermediate teachers for services similar to those being given nursery school, kindergarten and primary teachers. In April of 1946, delegates to the annual meeting of the Association voted unanimously to include teachers in the intermediate school as members. *Portfolio for Intermediate*

Teachers is an attempt to give these teachers specific help with their teaching problems.

Both the reprint bulletin and the portfolio may be purchased from the Association for Childhood Education, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Recent National Conferences

National Clinic on Teacher Education. The National Clinic on Teacher Education, held in Atlanta, Georgia, November 3-8, is spoken of by many as one of the most significant educational meetings in recent times. The clinic, sponsored by the Council on Cooperation in Teacher Education, demonstrated a new way of working in education. Delegates from thirty-five states and many national organizations were present. The Association for Childhood Education was represented by Mamie W. Heinz of Atlanta, Georgia, and Hattie S. Parrott of Raleigh, North Carolina. In her report Miss Parrott says:

During the first two days there were presentations in concrete and graphic fashion of the over-all planning in teacher education in Georgia. These presentations were followed by discussions designed to evaluate the planning.

The third and fourth days were spent in observation of the work in sixteen different enterprises in the pre-service and in-service training of teachers. Members of the National Clinic assembled in groups according to individual interests and planned for making the most of the observations. This pre-planning was time saving and thought directing.

On the fifth and last day of the clinic reports by the several group chairmen were heard. There was evaluation and presentation of final conclusions.

The extent to which the clinic as an enterprise will prove helpful in the improvement of teacher education programs in the other states will depend, of course, upon the enthusiasm and leadership of the representatives.

A full report of the clinic will be ready for distribution soon. For information write to L. D. Haskew, Emory University, Atlanta, Georgia.

National Conference for the Prevention and Control of Juvenile Delinquency. The conference was held in Washington, D. C., on November 20-22. It was called by Attorney General Tom C. Clark. A National Advisory Panel meeting in February 1946 helped to outline the program. The technique of pre-conference panels was adopted and twenty-eight

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groups prepared preliminary reports for conference consideration on such phases of the problem of juvenile delinquency as:

- Home responsibility.
- The school as a preventive agency
- Mental hygiene and child guidance clinics
- Church responsibilities
- Institutional treatment
- Recreation for youth
- Juvenile court administration
- Community responsibility
- Press, radio and motion pictures

When the conference convened to prepare the final reports there were over a thousand delegates representing federal, state and local governmental agencies and private welfare groups. The Association for Childhood Education was represented by Maycie K. Southall, Nashville, Tennessee; Jennie Wahler, St. Louis, Missouri; Mary E. Leeper, Washington, D. C.

Final reports will soon be available from the Department of Justice, Washington, D. C. The real work must be done at the community level. The work of preventing and controlling juvenile delinquency is the responsibility of all organizations, all individuals. The reports of this conference, with their information on "prevention," can be used as tools to awaken American citizens to the possibility of doing something to meet the needs of children in our homes, schools, churches and communities.

Ohio Conference on the Preschool Child

On October 11-12, 1946, the Cleveland Association for Nursery School Education and the Toledo Preschool Council sponsored a conference on the preschool child.

The program began with an evening meeting when Anna W. M. Wolf addressed the group on "Preschool Experiences for Personality Development" and Mary Dabney Davis on "Need for Legislation to Safeguard These Experiences." Discussion was led by Leonard W. Mayo.

On the following morning, May Hill Arbuthnot spoke on "Philosophy of Program Planning for Preschool Children," after which the group divided into three sections to study problems of procedure, problems of administration, and suggestions for state organization and legislative action.

After the closing session the joint committee from Cleveland and Toledo began to plan the next step. A meeting was scheduled in Toledo in early December for the purpose of organizing a state committee to continue the work begun by the conference.

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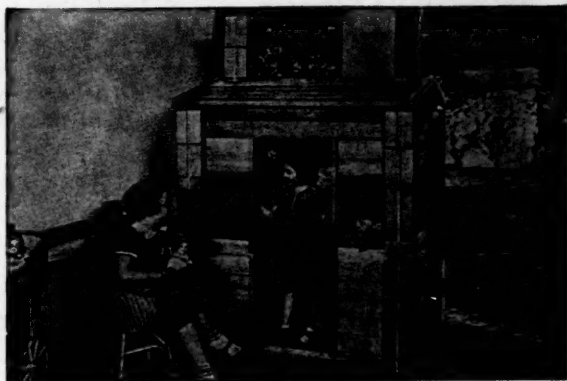
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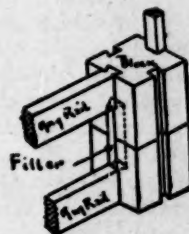
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News Notes

(Continued from page 300)

Children's Theater in Seattle

Since 1939 Seattle, Washington, children have had the opportunity to see theater programs suited to their interests, through the medium of Seattle Junior Programs, Incorporated, a non-profit corporation without capital stock or shares. The purpose of the organization is to raise the standards of programs in the fields of drama, music, science and interpretative arts to the highest level and to develop audiences of young people who will come voluntarily to enjoy the finest cultural programs in their leisure time. The series of plays includes performances for children from first grade through junior high school.

An additional stimulus to the programs and production has been the National Children's Theater Conference held at the University of Seattle last August, to bring together playwrights, script writers, directors, technicians, teachers, community leaders, parents, and sponsors. Features of the conference were the production of two plays for children, demonstra-

tions in creative dramatics and puppetry, the playing of radio transcriptions, presentation of a film for children, and a theater exhibition.

Spring and Summer Conferences

American Association of School Administrators. Atlantic City, New Jersey. March 1-6, 1947. Two events are of special interest to those concerned with early childhood education:

Monday, March 3: Informal discussion luncheon sponsored by the Association for Childhood Education, the National Association for Nursery Education, and the Kindergarten-Primary Department of the National Education Association.

Tuesday, March 4: Afternoon discussion group on "Administrative Problems Affecting the Education of Young Children." Chairman, W. H. Lemmel, Superintendent of Schools, Baltimore, Maryland.

American Education Fellowship. New York, N. Y. March 14-15, 1947. Regional conference.

National Association for Nursery Education. San Francisco, California. August 1947. Conference chairman, Lynette Messer, director of Frederic Burk Nursery School, San Francisco State College.